

**THE USE OF LANGUAGE GAMES TO IMPROVE THE
STUDENTS' SPEAKING ABILITY OF CLASS VII A OF SMP
MA'ARIF TERPADU MUNTILAN IN THE ACADEMIC YEAR
OF 2012/2013**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education



By:

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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

APPROVAL

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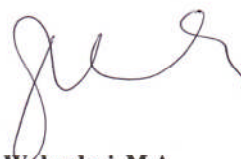
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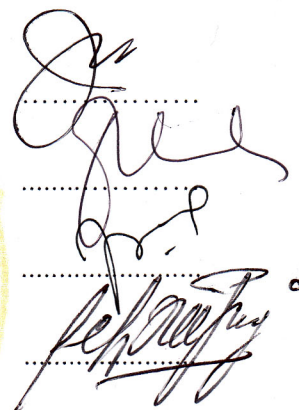
RATIFICATION

THE USE OF LANGUAGE GAMES TO IMPROVE THE STUDENTS' SPEAKING ABILITY OF CLASS VII A OF SMP MA'ARIF TERPADU; MUNTILAN IN THE ACADEMIC YEARS OF 2012/2013

Accepted by the Board of Examiners of the Faculty of Languages and Arts,
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Januari 2013

Yang menyatakan,



Arini Siska Savitri
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DEDICATIONS

I proudly dedicate this thesis to my parents,

Bapak Syafi'i Maulanda and Ibu Mujilah

Thank you for your endless love, patience, supports
and continuous prayers.

MOTTO

Live your life

**To be outstanding, get comfortable with being
uncomfortable**

**Happiness is being yourself, in a world that is constantly
trying to change you**

**The scale can only give you a numerical reflection of your
relationship with gravity. That's it. It cannot measure
beauty, talent, purpose, life force, possibility, strength, or
love**

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Finally, I realize that this thesis is far from being perfect. However, I still have a hope that it will be one of some contributions in the practice of the English teaching and learning.

Arini Siska Savitri

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ABSTRACT

This study is action research that aims to describe the types of language games and their implementation to improve the students' speaking ability at grade VIIA of SMP Ma'arif Terpadu Muntilan in the academic year of 2012/2013.

The research was carried out at the first semester from October 1st To November 1st 2013. The research members consisted of the researcher, the principal, the English teacher, and the students of grade VIIA. The steps were: reconnaissance, planning, action and observation, and reflection. The research was conducted in two cycles. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of questionnaire, field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' speaking performances through the pre-test and post-test. Therefore, the quantitative data were in the form of students' speaking scores in the pre-test and post-test.

The results of Cycle I showed that the implementation of language games (you know me they know you game and name the ball game) and other accompanying actions (applying listening activity before the students were asked to speak) were successful in improving the students' reading comprehension. However, language games which were implemented through whole class game activity were not successful because there were some students who were not actively engaged in the tasks/activities. Therefore, the researcher improved that action by giving each student a different responsibility to finish the task. Meanwhile, it was shown in Cycle II that the implementation of language games (pass the ball game and the last game) and other accompanying actions (adapting games to students need and applying listening speaking activity before the students were asked to speak) were successful in improving the students' speaking ability. From the two cycles, the implementations of language games were obviously effective to improve the students' speaking ability. The improvement covers; (1) the students were more motivated and more interested in getting involved in English lesson, (2) the students' fluency, pronunciation, accuracy and vocabulary were increasing, (3) it was easier for the students to perform speaking by using language games. The findings were supported by the means of the students' speaking scores which had improved from 5.64 in the pre-test to 7.35 in the post-test.

CHAPTER I

INTRODUCTION

A. Background of study

Speaking is one of the language abilities that must be mastered by any foreign language learner. KTSP (Kurikulum tingkat satuan pendidikan) Curriculum stated that one of the objectives of the English subject in Junior High School is developing the ability to communicate in English, either in written or in oral form which covers listening speaking, reading and writing. But in fact, students find it quite difficult to improve their speaking ability because in daily life they use their mother tongue rather than use English. Even, English is not their second language. English is a foreign language, so they only use English to communicate when they are in the classroom. This is the reason why speaking is considered as the most difficult skill to be mastered.

Nowadays, the ability of English is really needed either passively or actively. Passive English ability means an ability in which someone can receive messages from someone's utterances or writings in English. Meanwhile, active English ability means an ability in which someone can use and practice English actively. This ability is required not only for academic but also other purposes like business, tourism, and some jobs like steward/stewardess, waiter /waitress, marketing officers, receptionist, operators, and so on. Therefore, students need to be able to master passive English ability. Active English ability is also needed not only for communication but also some other purposes like jobs when they are already graduated. Recently, many

companies' owners will prefer applicants who are able to speak English to join and work in their companies. This cannot be denied for the globalization era nowadays requires us to connect widely to the world, of course, with its' international language, that is English.

In order to teach speaking successfully in a class, a teacher should concern to their teaching quality, student's motivation and media. The use of media will help the students to reach the objective of teaching. Hamalik states that media are used to motivate students in learning (Hamalik, 1998:18). Gerlach and Ely (1980:241) define media as any person, material or even that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes. So it can be concluded that media are tools used to facilitate the students by the teacher.

Based on the teaching experience in SMP Ma'arif Terpadu Muntilan held in July 2011, some problems were still found on the students' ability in English, primarily in speaking. The students were lack of confident when they had to practice their English orally. They feel ashamed when they had to practice in front of their friends, especially when they had to perform speaking individually. When they were asked by the teacher to speak in front of the class, they would bargain the command or even directly refused it. They were not confident to speak English. They need media to stimulate them in speaking. Language games are instruments which can help students to speak. Hadfield (2004:4) defines a game as an activity with rules, a goal and an element of fun. The element of fun in games provides the learners more life situation with more chance to express their ideas in their own ways but under the rule.

Based on the Hadfield's opinion, it can be concluded that language games are instruments that really can help students improving their speaking abilities. Language games have some specialities. Students can learn in a fun way by using language games. Theachers can use their creativity as wide as possible in using language games. Language games will stimulate and motivate them to practice their English understanding through speaking. From those reasons, it is clear that language games are medias that can be used to improve the students' speaking ability.

Hopefully this study can help the teachers in teaching speaking to the students, especially those who are in class VII A of junior high schools.

B. Identification of the Problem

There are some problems in teaching speaking to the students. Those come from some two main factors the teacher and the students. A teacher as the facilitator in the class has an important role in directing the students' activities to achieve the learning goals. A teacher directs and leads the students to learn something. Therefore a teacher must be able to create an effective leaning process. Teachers should design interesting materials in teaching. In speaking, teachers must be able to create an atmosphere and activity where the students can express their ideas in speaking English. But some teachers still lack of the ability to design interesting material.

The lack ability of the teachers in motivating the students is also becoming one of the problems. Motivation is very important, when students have high motivation in learning the topic, the easier they can undesrtand the topic. A teacher is a motivator, inside the classroom or outside the classroom. Outside the classroom,

teachers can give motivation in the form of self approaching, suggestions and so on. Nevertheless in the classroom teachers sometimes fail to motivate the students. Teachers are too focused on materials. Teachers actually can create and modify interesting and motivating materials to be applied on their speaking classes through language games. Language games are flexible materials that can be used to help students to learn many materials in English.

Meanwhile students also give contribution in speaking learning problems. One of the main problems is the students' lack of awareness in learning speaking. They do not realize the needs of English speaking in the real life. They just learn English as their obligation since English become the final examination. Students just want to pass the final examination with high score, without considering the speaking ability. There is also no speaking section in national final examination. These are some problems in teaching and learning speaking in classes.

On this thesis the researcher observed one of the class in grade VII in SMP Ma'arif Terpadu Muntilan. SMP Ma'arif Terpadu Muntilan is a private school which run for almost 5 years since 2008. The school has 6 classes with more or less 150 students, but only some students have a good ability in English.

C. Limitation of the Problems

Limitation of the problem is needed for the study to have a clear focus. All factors mentioned in the identification of the problems are still so general. This study focuses on improving the students' speaking ability by using language games.

D. Formulation of the Problem

Based on the limitation of the problem above, there is a specific question related to it. The question as the formulation of the problem if this thesis is “How can the students’ speaking ability be improved by using language games in SMP Ma’arif Terpadu Muntilan”.

E. Objectives of the Study

Based on the formulation of the problem, the objective of the study is to improve the speaking ability of class VII A of SMP Ma’arif Terpadu Muntilan.

F. Significance of the Study

The significances of this study are :

1. For students grade VII in SMP Terpadu Ma’arif Muntilan to improve their speaking ability.
2. For English teachers in SMP Terpadu Ma’arif Muntilan to improve their quality in teaching English.
3. For the principle of SMP Terpadu Ma’arif Muntilan to reflect what they have done in improving the school quality.
4. For the writer herself.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

In this section, the researcher presents some terms and concepts that are related to the topic. These are speaking and language games.

1. Speaking

a. Definition of Speaking

Speaking is an essential tool for communicating, thinking and learning. Oral language is a powerful learning tool. It shapes, modifies, extends and organizes thought. Oral language is a foundation of all language development and therefore, the foundation of all learning. It is the base for the other language strands. Speaking is the process of transferring knowledge of converse and how to express one ideas, thought, desire and willingness into good pattern and ordinary speech to talk or recognize another (Mories 1966:454). In addition, according to Hybel (2001:45), “speaking is any process in which people share information, ideas and feeling, it involves all of body language mannerism and style-anything that adds meaning to a message”.

According to Cameron (2001: 40 and 41) speaking is the active use of language to express meanings so that other people could make sense of them. She said that speaking is more difficult than listening. She adds that it is because speaking not only in understanding but also in production. In Oxford Advanced Dictionary the definition of speaking is “to express or communicate opinions, feelings, ideas, etc., by

or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.”

While according to another expert, Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Clark and Clark (1977) state that speaking is fundamentally an instrumental act. Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. They promise, bet, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a central role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way, and then select and utter a sentence they believe will bring about just this effect. Speaking, therefore, appears to be divided into two types of activity-planning and execution, utterers. Speaker firstly plan what they want to say based on how they want to change the mental state of their listeners. They then put their plan into execution, uttering the segments, words, phrases, and sentences that make up the plan.

In planning what to say, speakers implicitly have a problem to solve : What linguistic devices they should select to affect the listener the way they intend. The solution to this problem is not easy. It requires a battery of considerations, including these five :

1. Knowledge of the listener

Speech planning depends on what the speakers think about how much their listeners know. They may refer to a third person as she, my next door neighbour, the woman over there, and so on. Based on this knowledge the speakers will be able to plan their speech.

2. The Cooperative Principle

In this principle the speakers expect their listeners to assume that they are trying to be cooperative – that they are trying to tell the truth and be informative, relevant and clear. They can therefore make an exclamation about a glorious day out on a rainy day, for example, and be confident that their listeners will catch the irony.

3. The Reality Principle

Speakers expect their listeners to assume they will talk about comprehensible events, states, and facts. Thus the invented compound alligator-shoes will be constructed as “shoes made from alligators”, not as shoes for alligators, an unreal analogous to the legitimate horse-shoes.

4. The Social Context

Different social contexts lead to different uses of vocabulary. Depending on the listener’s status, speakers will address him as Floyd or Mr. Thursby. Depending on the formality of the situation, they will refer to the police as policemen or cops.

5. The Linguistic Devices Available

Many things speakers may want to talk about have no ready linguistic expression. To refer to an odd-looking house one may have to use a circumlocution

like ranch-style cottage with Californian gothic trim simply because no better single expression available.

O'Malley and Pierce (1996) as quoted by Hughes (2002:74) state that speaking means negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener.

b. Teaching Speaking

Ramelan (1992:5) states that many of Indonesian learners find difficulties in acquiring the oral English language since most problems are caused by different elements found between the two languages.

According to Rivers, teaching speaking needs two processes they are forging an instrument and giving the students practice in its use (1981:190-192). Further, he explains that at the first level of activity, the forging of the instrument, the aim of the teacher is to present students with a functioning language system which becomes more and more sophisticated in its operation, and to give students well-designed practice, so that when they wish to express something in the new language they can concentrate on what they want to say rather than on the details of how to say it acceptably (p. 191). At this level of activity, the students are required to do much practice in the obligatory associations of the new language lexical item, morphological and syntactical patterns, sentence type (p.190). While in the second level of the activity, such practice can be built into a competitive activity or a game, students will repeat the activity a number of times much more willingly (p. 192).

Brown (2001: 271-272) states that in teaching oral communication, teachers need to show the details of how to convey and negotiate the ever elusive meaning of language. Those are micro skills of oral communication.

1. Produce chunks of language of different length.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and into national contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic process.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices, pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc) system (e.g. tense, agreement, and pluralism), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents-in appropriate phrase, pause, groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicate functions according to situations, participants, and goals.
13. Use appropriate registers, implicates, pragmatic, conventions, and other sociolinguistics features in face to face conversation.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language and other non-verbal along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

c. Speaking teaching techniques

Technique is a procedure used to accomplish a specific activity or task. There are some techniques to teach speaking according to Nunan (2003: 156-158):

a. Information gap

Information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the direction to a party and must give the information to a classmate.

b. Jigsaw activities

Jigsaw activities are bidirectional or multidirectional information gap. Each person in a pair or group has some information the other person needs. For example, one student could have a timetable for train travel in Canada. Another could have a map of Canada. Without showing each other the visual information, they must speak English to plan a week trip.

c. Role plays

Role plays are also excellent activities for speaking in the relatively safe environment of the classroom. In a role play, students are given particular roles in the target language. For example, one student plays the role of a police officer trying to help the tourist file a report. Role plays give learners practice speaking the target language before they must do so in a real environment.

d. Simulations

Simulations are more elaborate than role plays. In a simulation, properties and documents provide a somewhat realistic environment for language practice. So for instance, in a language lesson about the grocery store, a teacher might bring in 'product' for the students to buy (a box of crackers, coffee, a jar of jam) and even play money for making their purchases. A check out counter would be set up for the students to practice transactional speaking with the cashier.

e. Contact assignments

Contact assignments involve sending students out of the classroom with a stated purpose to talk to people in the target language. For example, at a grocery store, they would have to ask how soon a shipment of fresh fruit would be delivered.

Teachers can also use contact assignments in foreign language contexts if there are tourists, exchange students, or international business persons for your students to talk to in the target language. In a train station or at ferry terminal, for example, students can interview tourists. Afterwards the students compile the results of the class survey and report what they learned. In designing a contact assignment, be sure the required information cannot be gotten by reading available written information. The point is to get the students to speak with people using the target language.

There are some principles proposed by Brown (2000) for designing speaking techniques. Those are as follow:

1. Use techniques that cover the spectrum of learners' needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

Make sure that our tasks include techniques designed to help students to perceive and use the building blocks of language. Do not bore your students to death with lifeless, repetitious drills.

2. Provide intrinsically motivating techniques.

Help the students to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

3. Encourage the use of authentic language in meaningful contexts.

It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done.

4. Provide appropriate feedback and correction.

It is important to take advantage of teachers' knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5. Capitalize on the natural link between speaking and listening.

When teachers focus on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication.

Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.

7. Encourage the development of speaking strategies.

Students have a chance to practice such strategies like asking for clarification (*what?*), asking someone to repeat something (*Huh?excuse me?*), using fillers (*Uh, I mean, well*) in order to gain time to process, and so on.

d. Types of classroom speaking performance

According to Brown, there are six types of classroom speaking performance (2000:271) :

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive : short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative nature to them than does responsive speech.

5) Interpersonal (dialogue)

Conversation is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Here the register is more formal and deliberative.

2. Theory of Language Games

It has been known that student's involvement is one of the important factors in English teaching and learning process. However, students sometimes feel bored so they do not give attention to the teachers' explanation. Harmer (2007:51:52) states that one of the element necessary for successful teaching and learning in class is engagement. Engaging is the point of a teaching sequence where teachers try to arouse the students' interest, students'emotion, activities and materials which frequently engage students including; games (depending on age and type), music discussions (when handled challengingly), stimulation pictures, dramatic stories, amusing anecdotes, etc". So it is important for the teacher to teach the students with

enjoyable activities, and the alternative technique to engage them is by teaching through language games.

1. Definition of Language Games

The term of “language games” refers to the models of primitive language that invent to clarify the working of language in general. In Oxford advance learner’s dictionary of current English (1987:353), game is form of play, especially with rules, e.g. tennis, football cards.

According to Jeremy Harmer (1991:101), games are a vital part of a teacher’s equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity about their English class.

Hadfield (2004:4) defines a game as an activity with rules, a goal and an element of fun. The element of fun in games provides the learners more life situation with more chance to express their ideas in their own ways but under the rule.

Gibb (1978) in Rixon (1981:3) states that a game is an activity carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives. Carlson (1952) states that games are activities used to provide a fun and more relax atmosphere especially in classes for student to acquire a second or foreign language. They can be used a any stages of class, o provide and amusing age challenging respire from other classroom activity.

From the definition above, it can be seen clearly that language games do not only provide supportive activities and practices that can motivate the students to interact and communicate, but games can create opportunities for students to acquire the language in a meaningful way.

2. Type of Language Games

Games can be played in the classroom individually, in pairs, or in small groups or teams. A teacher can choose how he or she does the games, depending on the size of the class and the type of activities (Williams and Herd, 1994: 5). Games are played with different techniques. Hadfield (1990:5) writes some techniques or activities of games such as information gap, guessing, search, matching, exchanging, collecting, combining, arranging and card games, board games, problems and puzzles, role plays and simulation techniques. Soeparno (1987: 62) lists games activities such as Simon says crossword puzzle, scrabble, scramble, Bingo, spelling bee, twenty questions and guessing games. The purpose of playing games in the language classroom is to practice a certain language skill and to have fun.

According to Richard and Patricia (1988:148-155) games are divided into the following types depending on their emphasis:

a. Non-Verbal Games

Non-Verbal Games is games played without speak with each other, such as relays or musical chairs. It can help students became acquainted with each other, even before they can speak. Used sparingly, they can serve as ice breakers and can be used to bring together students of mixed levels. After

hearing the directions for a specific game given in the target language, the more proficient students of various language backgrounds might be able to translate the directions into the first language of others, less proficient student.

b. Board-Advancing Games

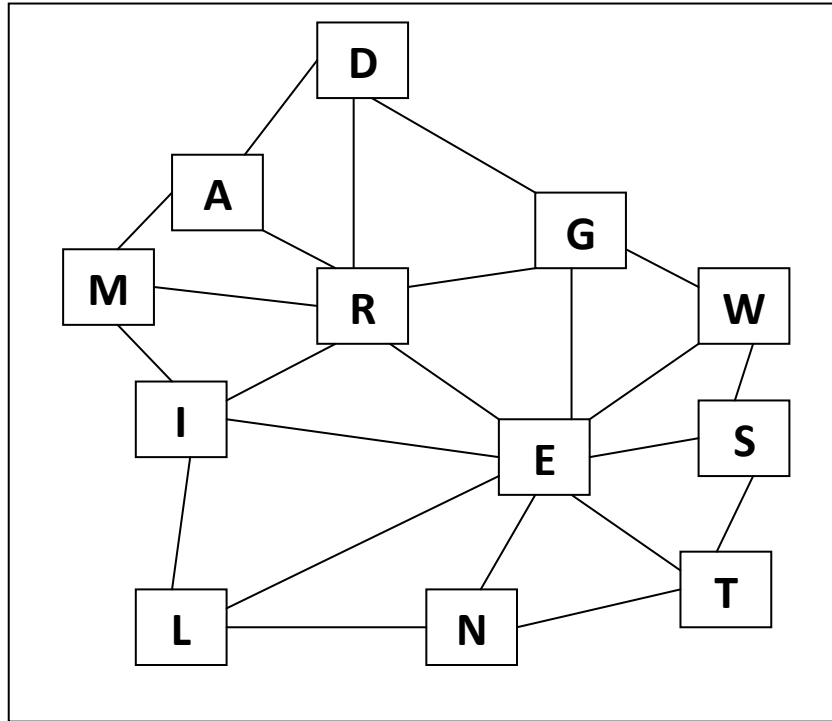
Using games pieces such as buttons or little plastic cars to represent the players, student can perform certain tasks or simply roll the dice to move forward.

c. Word-Focus Games

Word-Focus games are games using word to see how many other words they can make from them. For example, the following words can be made from the word teacher: ear, her, teach, reach, cheer, each, hear, here, arch, tea, eat, and so forth.

An alternative activity is to have teams of students see how many words they can make from a letter grid such as the example:

Student must move along the connecting lines without skipping any letters. A single letter cannot be used twice in succession but can be returned to if there is an intervening letter. For example, regret is acceptable but great is not.



d. Treasure Hunts

A treasure hunt is a favorite game among second language learners. It allows them to work cooperatively in a group effort to find the items required.

The following steps are taken in organizing a treasure hunt.

1. Divide the class into groups of from three to six members.
2. Give an identical list of treasure to each group.
3. Read the items a loud for children or less proficient students to make sure they understand the vocabulary.
4. A time limit should be given.
5. Say “go” to indicate when the groups can begin their search.

6. At the end of the time limit, or when the first group returns, everyone gets together to check each item, giving points (five points are suggested) for each completed item points are taken away for uncompleted ones.

e. Guessing Games

Guessing games can be painless ways to develop or reinforce any number of concepts. “Guess What I am” or “Guess Who I am” for example, can be used to teach about animals, professions, or people in different age groups (baby, child, teenagers, young adult, middle-age adult, elderly person). “Guess What I’m doing” can be used to teach recognition in the target language of activities such as taking a bath, go finishing, doing homework, and so forth.

Teacher shall remember that one of the best sources is the students themselves not depend on various sources of games.

3. Criteria of Good Language Games

It is clear that not all games can be applied in any class. Teacher should choose the best for the best for their students so that the games are not only for having fun but also to engage the students to get involve in English teaching and learning process.

In applying language games in the classroom, the teacher should consider some questions. These questions may be helpful for the teacher to decide whether the games are appropriate to play or not. The questions (Wright et. Al., 1983:78) are:

- a. Will the game take the teacher a long time to prepare, compared with the amount of useful work he or she get from it?
- b. Will it be relatively easy for the teacher to organize in the classroom?
- c. Is it likely to interest the particular group of learners the teacher has in mind?
- d. Is the language or is the language skill the teacher is concerned to teach intrinsic to the activity?
- e. Are the amount of language and the type of use enough to justify the use of the game? Or does the teacher have another good reason for introducing it?

Lubis (1988:5) states that language games can add fun and variety to a conversation session. They are valuable both in the manipulative and communicative phase of language learning. Of course, for maximum benefit from a language game either phase, the teacher should select only the best from the hundreds of language games available. Lubis (1988:5) also stated that a good language game must fulfill these requirements:

- a. Requires little or no advance preparation.
- b. Easy to play and yet provides the students with an intellectual challenge.
- c. Short enough to occupy a convenient space in the conversation program.
- d. Entertains the students but not cause the group to get out of control.

4. The advantages of Language Games

According to Savigon and Bern (1987:211-212) there are three reasons why games have to be used in learning foreign language:

- a. The very structure of games provides an opportunity for learners to practice vocabulary and grammar, specific functions, and other language art skills. The task orientation of the games requires that the students “use rather than merely practice language for real and immediate communicative goals” on the other hands require constant, meaningful interaction among the players.
- b. They created relaxed atmosphere. This lowers the anxiety level or “effective filter” that often keeps students from learning. Games accomplish this in two ways. First, games focus the learner’s attention on the immediate goal, that is, succeeding at the same itself, rather than in the responsibility of language teaching (Stoic, 182). Second, whether the game is complete or not, it requires cooperation. This contributes to the development of a sense group that led in turn to feeling of support and security among the group members. As the result, the learners are less anxious and more open and able to communicate.
- c. Games offer strategy for dealing with problems that may arise from code implication. Teacher to provide communication at a level the learners can understand often uses code implication.

Carrier as quoted by Susilowati (1988:33) mentioned some advantages in applying games in the language classroom, they are:

- Games add variety to the range of learning situation.
- Games can be used to change the pace of the lesson and so maintain motivation.
- Games can be used to punctuate long formal teaching units and renew student’s energy before returning to more formal learning.
- Games can give ‘hidden’ practice of specific language points without students being aware of this.
- Games encourage students’ participation and remove the inhibition of those who feel intimidated by formal classroom situations.
- Games can change the role of the teacher from that of a formal instructor to that of a manager or organizer of activities that students enjoy participating in. Thus games can be useful in reducing teacher-student distance or conflict.
- Games can increase student-student communication and so reduce the domination of the classroom by the teacher.

- Games can act as a testing mechanism, in the sense that they will expose areas of weaknesses and the need for remedial work.

According to Oxford and Crookall (1990:111-113) game can encourage good strategy in learning foreign language, they are:

- a. Games embody the communicative approach; they provide active involvement of the whole person (intellectual, physical, social and emotional).
- b. Games change the roles and relations of learners to take more active role in their own learning process. This has two effects:
 1. It gives learners much more opportunity to communicate in the language.
 2. It places more responsibility on learning to direct their own learning.
 3. Game provides language quantities of input, which can be understood because of meaningful and engaging context of the activity.
 4. Game allows attention to be given to language form as well as to content.
 5. Game has additional effective advantages, such as education of anxiety increase in positive feelings and improves self confidence.
 6. Game can make the participant encouraged to communicative even when their knowledge and competence in the language is less than they would wish.

7. Games have the learners to identify more closely with the target culture.
8. Game encourages adolescents and adult to once again. Play with symbols.

So from the explanation above, language games is a form of play that can be used as a significant part of teacher's media in English teaching and learning process.

B. Conceptual Framework

In a broad meaning, speaking is more than producing words or sounds. Speaking is a way to communicate the idea that is arranged and developed on the basis of the speakers' need in a certain situation.

Nevertheless, students are commonly difficult to speak in English. Their abilities in speaking need to be improved. There are some problems in teaching and learning speaking which are coming from two factors, the teachers and the students. Teachers still face problems in which they cannot create an atmosphere where the students are expected to speak. They also get some difficulties in motivating the students to speak English. Meanwhile students are still lack of awareness in learning speaking for they seldom use it in their daily lives and also there is no speaking examination in the national examination.

The goal of this study is to enhance students speaking ability through language games. Language games can create an atmosphere in which students are expected to practice speaking and motivate them to learn speaking. Language games

are media which can stimulate students to express their ideas. By using language games, students are expected to be more motivated in speaking English. When they are motivated in speaking English, they will learn to use English actively and improve their ability in communicating each other.

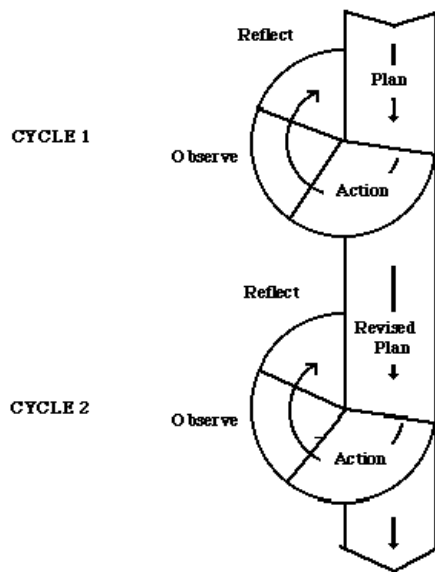
CHAPTER III

RESEARCH METHOD

This chapter is about the research method which determines the rule and the procedure of the research. There are five sections here, those are: research design, research setting, research subject, data collection, and data analysis.

A. Research Design

This research is included to a classroom action research (CAR). In this research, the researcher try to improve a certain condition by involving all participants in the place where the study is done, i.e. Planning, implementing, evaluating, and making reflection from the actions that are implemented. The two important factors that can influence the success of the research are discussion and collaboration among the participants (Kemmis and Mc Taggart, 1988: 5).



The action research was conducted through two cycles; in which each cycle consisted of four steps as, follows:

1. Planning

Planning is the first step of the research procedure. This activity covered the problem identification. This step is the most important part in conducting action research as by knowing the problems, the researcher and collaborator could find a good solution to solve the problems arose.

2. Acting

After recognizing the possible cause of problems faced by the students of SMP Terpadu Ma'arif Muntilan, the low of student's involvement in teaching and learning process, the action was decided in advance. The action is aimed to solve the problem.

3. Observing

Observing is the activity of collecting the data to supervise to what extent the result of "acting" reach the objective. The data being taken are qualitative and quantitative data. The quantitative data covered the students' progress (student's score) while the qualitative data comprised students' interest, class management. In short, in this phase, the researcher or collaborator elaborated kinds of data, the procedure of collecting data and the instrument (observation, interview, questionnaire and so forth) . The data were also collected through the field notes.

4. Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class and also teacher. In this step, the researcher or collaborator can observe whether the “acting” activity that produces any progress, what progress happened and also the positive and negatives and so on.

So in this research, the researcher would involve the students and the teachers of SMP Terpadu Ma’arif Muntilan to improve the speaking ability in the English Teaching and Learning process.

B. Research Setting

1. Time of the research

The action research was held in October 2013 until November 2013.

2. Place of the research

This research was carried out at SMP Ma’arif Muntilan located in Bintaro Gunung Pring Muntilan. The place is quite far from the big road, so the situation is very conducive to learn. It has 6 classes, those are 2 classes of grade vii, 2 classes of grade viii and 2 classes of grade ix . In avarerage each class consists of 25 students, 18 females and 7 males.

This school has many parts in the school building, those are 6 classrooms, 1 teachers room, 1 administration office, 1 counseling room, 1 library, 1 small mosque, 1 canteen, and 1 parking area. It has two English teachers who teach all

classes, both of them are graduated from English department in Yogyakarta State University.

C. Research Subject

The subject of the research were students of Grade VII of SMP Ma'arif Terpadu Muntilan. There are 25 students in the class. It consists of 7 male students and 18 female students. They were chosen based on the English teacher consideration as their speaking abilities are below the teachers' expectation

D. Research Instrument

The instrument that were used in this research were; observation sheet, interview guide for the students and the teacher and questionare.

E. Data collection technique

The data collection techniques which were used to see the succes of the actions were in the form of observations, interviews and questionares which were explained as follows :

1. Observation

In this research, a real time observation was conducted. The observation was done to find out information related to the students' involvment in the English learning process.

In observing all the activities conducted during the action research, the researcher made collaborative efforts with a collaborator, which is the English teacher. She helped the writer to evaluate teacher's teaching, to offer suggestion on the best way to

teach and to help her to improve students' motivation. Therefore, the collaborator was regarded as the active participant who gave big contribution to the research.

2. Interviews

According to Brinkmann (2008:470), an interview is a conversation where information is obtained and knowledge is created through the interaction between an interviewer and interviewees. In this research, it was conducted to get the information to form the knowledge about students' and teacher's personal opinion, experiences, and ideas related to this research.

3. Questionnaires

Questionnaire was used to find out information about the students' feeling related to the English learning process in the class.

4. Tests

According to Brown (2004:3), a test can be defined as a method of measuring a person's ability, knowledge, or performance in a given domain. In this research, a pre-test and a post-test were administered to compare the students' speaking ability before and after taught by using language games.

F. Data Analysis

After doing the data collection, the data should be analyzed to know the result of the research. It is supported by the theory of Seliger and Shohamy (1989:201), Data which had been collected needed to be analyzed to arrive at the results and

conclusions of the research. Data analysis refers to sifting, organizing, summarizing, and synthesizing the data.

It is belong to a qualitative research. In this research, the researcher tried to improve the speaking skill of SMP Ma'arif Terpadu Muntilan through language games. Data were obtained from the interviews, observation-based, field notes, and the open question items in the questionnaire. The interviews were recorded and then transcribed by the researcher. The results of the observation were written as field notes, and there were feedback, opinion, and suggestions from the collaborator filled in the open question items in the questionnaire.

G. Validity

To fulfil the validity of the research, the researcher followed the following criteria proposed by Burns (1999:161-162):

1. Democratic validity, which is related to the extent to which the research is truly collaborative. To fulfill this validity; the researcher, the English teacher and the students were given some chances to express their opinions, ideas, and suggestions toward the problems faced to look for the solution of the problems.
2. Outcome validity, which is related to the notions of actions leading to outcome that are “successful” within the research context. This research had a purpose that is to improve the students’ speaking ability by using pictures as the media. When their speaking abilities improved, this research could be concluded successful.

3. Process validity, which raises questions about the process of conducting the research. To get the process validity, this research was done according to the research procedures decided. This research was done firstly by identifying the problems. Then the pre test was applied and soon the actions were done after that. The observation was also done while the action was applied. After that, the actions were reflected and the revision was done in the next cycle to revise some weaknesses occurred in the previous cycle. Finally, the post test was applied to measure the success of this research.
4. Catalytic validity, which is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers' and learners' understanding of their role and the action taken as a result of these changes. To the researcher, this research could improve her understanding and knowledge in action research both theoretically and practically. It also gave meaningful experience in teaching and learning English, especially in speaking. To the teacher, this research could give inspirations and solutions to problems which occurred in teaching and learning English. To the students, this research could hopefully improve their motivation in practicing speaking English as the function of learning a language was to be able to communicate each other in the target language.
5. Dialogic validity, which parallels the processes of collaborative enquiry or reflective dialogue with "critical friends" or other practitioners. This validity

was fulfilled by doing some dialogues among the researcher, the English teacher and the students to improve the next action. To look for the strengths and weaknesses in the research, the teacher and the students were given chance to express some critiques and comments related to the action done by the researcher. This validity was also fulfilled by doing some dialogues with participants who were not included directly in this research like lecturers, teachers and so on.

To obtain the trustworthiness, the researcher applied two triangulations proposed by Burns (1999:163) below:

a) Time triangulation.

The data where this research was collected at one point in time or over a period of time to get a sense of what were involved in the processes of the changes.

b) Theoretical triangulation

The application of this triangulation meant that the data of this research were analysed from more than one perspective of theories.

H. Research Procedures

To carry out the action research, the researcher used the following action research procedures as suggested by Kemmis quoted by Winter (1989: 12).

1. Reconnaissance; the researcher identifies some problems occurring in the target community and then chooses some manageable problems to solve.

2. Planning; rooted in the identified problems chosen to solve, the researcher plans some actions to implement in order to improve the condition in which the problems occur.
3. Implementing and observing the actions; the researcher together with the action research team members implement the actions planned and at the same time observe the implementation as well as record the whole process.
4. Reflection; the researcher and the researcher team members analyze and discuss the results of observation during the implementation of actions. They identify the success and further occurred problems. Moreover, this reflection was used as the basic of actions in the next cycles.

The procedure of the action research is as follow :

1. Reconnaissance

The first step in conducting action research was finding facts and analyzing them. In this study, the researcher interviewed the second grade English teacher to identify the existing problems in the field. Then, the teaching-learning processes in the classroom were observed. Based on the interview and observation, the researcher and the second grade English teacher classified the existing problems that were interrelated based on the priority scale, so that, when the research members solved the previous problem, the preceding ones could be solved more easily.

2. Planning

At this stage, the researcher made general as well as specific plans. The general plan was made to plan all aspects related to the classroom action research while the specific one was aimed to make the plans for each cycle. The specific plans were used to plan the next cycles.

3. Implementing and observing the actions

In this step, the researcher implemented the action plans. While implementing the actions, the researcher observed what was going on in the classroom to know the occurring problems as well as to know the successes of the actions. To record what had been observed, the researcher wrote field notes about all events happening in the classroom being observed.

Based on the agreement among the research members, the action was implemented in two cycles. Each cycle was done twice a week, every Tuesday or Saturday. The researcher and other research members observed and recorded the teaching-learning processes when the actions were being implemented. Based on the observation, field notes and interviews; the involved members discussed the implementation of the actions and the changes as the result of the actions. The results of the discussions served an evaluation for the implementation of the actions plans to improve the next ones.

4. Reflection

Reflection is the evaluation done by the collaborator or research members. The reflections have to be carried out collaboratively by discussing the success of the actions as well as problems happening in the classroom during the action implementation.

At the end of each action, the researcher, the English teacher and the students made reflections about the problems occurring during the action implementation. The reflection of the actions indicated the success of the action research. The actions that

were unsuccessful were changed with the suitable ones, but those that were successful were used again in the next actions.

CHAPTER IV

RESEARCH PROCESSES AND FINDINGS

A. Research Processes

As mentioned in chapter II, this research categorized as an action research. This research was conducted collaboratively between the researcher and the English teacher of SMP Ma'arif Muntilan grade VII A. According to Burns (1999:33) there are some procedures in implementing this action research. They are :

1. Reconnaissance
2. Plannning
3. Implementing and observing the actions
4. Reflection

B. Research Findings

1. Reconnaissance

In this step, some problems in speaking skills were identified based on the preliminary observation and interviews. From the preliminary observation, some typical characteristics of the speaking teaching and learning process were written in the form of vignette. The vignette could be presented as the following :

Vignette

Thursday October 10th, 2013

VII A Classroom

R : Researcher

Et : English Teacher

Ss : Students

Et entered the classroom followed by R. Et told Ss that R would conduct an observation. R sat in the back corner of the room, observed the classroom and took a note. The classroom is quiet messy and dirty. Some of students were not using shoes because they just finished praying. There was one black board in the class room. Et started the lesson by greeting Ss. Et asked the Ss to stand up and clean the floor under their table. Et asked the Ss about the previous lesson. Some students seemed active to answer the question, but the other students were kept silent. Et told Ss that they would perform “how to introduce someone else”. Et did not use any media at all. Et used 60% Bahasa Indonesia and 40 % English. When Et was explaining the materials, some Ss were busy chatting with their friends, some of them were walking around. Then Et asked the students to make and practice a dialogue related to the topic to be performed in front of the class. R listened to the Ss beside her. Their pronunciation, fluency and accuracy were so bad for there were still many grammar errors, limited vocabulary and intolerable local dialect. Et asked Ss individually to perform in front of the class but Ss refused it. Et mentioned one of the name of Ss and finally there were some Ss who were brave enough to perform in front of the class. ET discussed the unknown words. However, most of Ss were lazy to consult the dictionary as they did not bring any dictionary and just waited the diligent students to find the meanings of the words. Moreover, some of them did not bring any dictionary. They relied on the diligent S to check the meaning in the dictionary. Bell rang Et closed the meeting.

After doing an observation, the researcher then held a pre-test activity in which the students were asked to make a dialogue and practice it in front of the class. This pre-test activity was held to measure how well their speaking ability. Based on the researcher and teacher's observation, the students lacked of confidence since some of them denied to perform in front of the class. When the English teacher told them that they had to perform in front of the class, they complained. Finally, the English teacher had to call the students one by one to perform in front of the class.

Ketika guru meminta memerintahkan murid untuk maju kedepan kelas, murid-murid menolak. Kemudian guru menawarkan beberapa murid-murid untuk maju kedepan kelas. Tidak ada murid yang mau untuk maju kedepan kelas. Kemudian guru memanggil siswa satu persatu.

(When the teacher asked the students to perform in front of the class, they did mind. The teacher then offered some students to perform in front of the class. No one was willing to perform. Then the teacher called the student's names one by one.)

Field note 3

In addition the students were performing, the researcher took their performances' scores based on the rubrics proposed by Dick, Gall, and Brog (2003:571). The results of the pre-test were in the forms of scores.

Table .1 Scoring rubric

Aspects	Criteria			
	1	2	3	4
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation

Accuracy	The serious errors present in speech makes the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understandable although it consists of many errors	The errors present in speech are so minor so that the message would be easily comprehended
Clarity	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Speaks clearly and distinctly nearly all the time, no more than one mispronounced word	Speaks clearly and distinctly all the time, no mispronounced words
Performance skill	Speaking in volume which is almost inaudible, no facial expression and not communicative	Mumbling, flat facial expression and less communicative	Speaking in soft voice but communicative enough	Speaking clearly and loudly, good facial expressions and communicative

Maximum Score : 100

Minimum Score : 25

$$\text{Students score} = \frac{\text{Total score}}{40} \times 100$$

Note

85-100 = Very good

70-84 = Good

55-69 = Okay

54-25 = Poor

The researcher then worked collaboratively with the English teacher to find the problems and their indicators related to English teaching and learning process, especially speaking activity. The problems arose due to some factors such as facilities

and media, students' behaviour and teaching method. The problems could be identified from some indicators shown in the following table.

Table 2. The problems and Indicators in VII A

No	Problems found	Indicators
1	Facilities and Media a. The media used by the teacher were not interesting b. The teacher was not creative enough to use the variety of the teaching media.	a. Some students said that they were bored because the media used were not interesting. b. The students said they have difficulties in speaking for there was not so many variety of the media to help them to speak.
2	Students' Behaviour a. Students' motivation was low b. Students' pronunciation, fluency and accuracy were bad. c. Students' did not respond to the teacher's instruction well.	a. Students were bored and sleepy during the teaching and learning process. b. Most students could not pronounce English properly and fluently. c. Most students did not answer teachers' questions well
	Teaching Method a. The teacher was teaching monotonously. b. The teacher did not give any input activity in speaking. c. The teacher did not give enough feedback to the students. d. The teacher rarely discussed the pronunciation of English words.	a. The teacher only asked the students to make dialogues and perform in front of the class. b. The teacher did not apply listening activities before she asked the students to speak. c. The teacher only gave the right answers without sufficient explanation and suggestion. d. The teacher said that she rarely taught the pronunciation of English words.

There were nine problems occurred in the English teaching and learning process of VII A as presented in table 1. The researcher and the English teacher chose two problems dealing with media and teaching method. Those problems were :

1. The lack of input activities before the students were asked to speak.
2. The lack of media to motivate and help the students to speak.

2. Planning

In deciding the actions to solve the problems, the researcher and the English teacher collected the data from the classroom observation and interviews with the students and the English teacher. There were some essential problems inhibiting the success of the teaching and learning process of speaking activity in VII A class.

To solve the two selected problems, the effective actions to be applied in the teaching and learning process of speaking were sought. Then, the researcher proposed some actions plan to the English teacher to get some comments and suggestions. The actions plans are as follows :

1. Applying a listening activity as an input activity before the students were asked to speak.
2. Using language games to improve student's confident in speaking.

The teacher then agreed to implement these two actions based on some similar reasons with the researcher.

The first action was implemented to increase the students' understanding by giving them the right inputs which they would produce by speaking. Based on the observation and the interview with both of the English teacher and the students, it was admitted that the students still had some difficulties in speaking. They found it difficult to produce the sentences in English orally. They said that they needed an input before they could produce a sentence in English.

3rd Interview, 10th October 2013

....

R : “Menurut kamu gimana proses pembelajaran Bahasa Inggris selama ini, terutama saat “speaking”?”

(What do you think about the teaching and learning process of English lesson, especially speaking?)

Tyas : “Gimana ya Miss, menurutku sih speaking susah banget. Kalo pas speaking tu aku gak tau harus ngomong apa. Merangkai kata-katanya susah gitu.

(I think the lesson is very difficult, mostly speaking. I dont know what i have to say in English. It is difficult to arrange the words in English)

R : “Biasanya ada sesi listening gak dek, sebelum kalian harus ngomong dalam bahasa Inggris?”

(Is there any listening section before you do the speaking?)

Tyas : “Enggak ada Miss, biasanya bu Arum cuman bacain aja gak mendengarkan lewat recording gitu miss”.

(There is no listening section, normally the teacher just read aloud. There is no listening section through a recording)

4th Interview, 10th October 2013

R : “Maaf Ibu, saya mau tanya. Di kelas ada fasilitas speaker aktif, apakah ibu sering menggunakan fasilitas tersebut, misalnya untuk memberikan sesi listening kepada siswa?”

(Sorry Ma'am, I saw an active speaker in the class. Do you often use it to give listening section to the students?)

ET : “Jujur saja ya mbak, saya jarang pakai, soalnya sulit untuk mencari materi listening mbak, butuh waktu lama mbak buat nyiapin materi listening saya gak ada waktu.

(Honestly, I rarely use it. It is difficult to find listening materials, it takes long time to prepare listening materials I do not have time to make it)

As the comprehension activity, the listening activity helped the students before they were asked to produce some words. By listening activity, students tried to know how the word is being pronounced. Some of the functions of the listening

activities helped the students to enhance their vocabulary, how they were pronounced and how the intonation of each statement was spoken.

The second action was implemented to increase the students' motivation and confidence in learning English, especially in speaking. When their motivation increased, they would try to speak more. It meant that the students' speaking ability would be increased. Based on the interview held, students admitted that they had some difficulties in speaking, especially when they had to perform in front of the class.

5th Interview, October 12nd, 2013

- R : "Apa sih yang bikin susah waktu kamu disuruh untuk perform di depan kelas?"
(*What makes you difficult in performing speaking?*)
- Veta : "Kalau sebelum performance kan kita disuruh bikin dialog kan Miss, pas latihan hapal, tapi ntar kalo pas maju di depan kelas lupa semua".
(*We were asked to make some dialogues before performance. We could memorize all the sentences but when we were performing, we just forgot everything suddenly*)

As stated in chapter two by Oxford and Crookall (1990:111-113) "game can encourage good strategy in learning foreign language". Language games could give guidance to the students about what they had to speak. Language games could give ideas and inspiration so that students could be helped in producing oral sentences. Language games were accessible media that could be used by the students to help them in speaking. Moreover, language games could be applied easily.

From the teachers' point of view, language games could make the English teaching and learning process, especially speaking, easier. Language games could be a bridge which connects the material and the students. They provided ideas which could give inspiration for the students to speak something. By using language games, the English teaching and learning process would not be monotonous. Using their creativities, teachers could stimulate students to speak.

3. Implementing and Observing the Actions

This action research was done in two cycles. The first cycle was held from 7th October until 17th October. The second cycle was held from 19th October until 21th October.

a. Cycle 1

1) Planning 1

In this planning session, the researcher determined the form of pre-test and the games which would be applied in cycle 1. Then the researcher designed the lesson plans, the materials and games used in the production session. After that, the researcher collaborated with the English teacher discussing the lesson plans and the materials by reviewing whether they suited the syllabus or not.

The pre-test was designed in the form of dialogue which was assessed based on the concept of performance. The students were required to perform their dialogue in pairs in front of the class. The pre-test aimed at gathering information on the students' current speaking proficiency.

2) Action and observation

The pre-test was carried out on October 10th, 2013, while the action was carried in two meetings, October 12nd and October 14th. The Crazy game was carried on October 12nd, Ball name game was on October 14th. The skills that could be acquired were the ability to talk about “how to introduce your self” and “asking and giving personal information”. The specifications of those games were given as follows : **Table 3. The Specifications of Games used in Cycle 1**

<i>Features</i>	<i>You know me They know you game</i>	<i>Name the Ball</i>
<i>The purpose of the game</i>	<i>To introduce their self</i>	<i>To introduce someone else</i>
<i>The space to play the game</i>	<i>large space: the front part of the class</i>	<i>Large space</i>
<i>The number of the students</i>	<i>32 students</i>	<i>32 students</i>
<i>The age of the students</i>	<i>Adult</i>	<i>Adult</i>
<i>The level of the activity</i>	<i>more active</i>	<i>less active</i>
<i>The type of the game</i>	<i>Information gap</i>	<i>information gap</i>
<i>The time allocation</i>	<i>25 minutes or more</i>	<i>20 minutes or more</i>
<i>The use of properties</i>	<i>Ball</i>	<i>Ball</i>
<i>The necessary reward</i>	<i>oral compliments</i>	<i>Oral compliment</i>
<i>The relevant game</i>	<i>suitable for teaching about expression how to introduce your self</i>	<i>suitable for teaching about expression asking and giving information</i>
<i>Source</i>	<i>Hadfield, 1996: xx-xxi</i>	<i>Hadfield, 1996: xx-xxi</i>

The researcher and the English teacher used field notes and observation checklists to observe the teaching and learning process during the actions.

In the first meeting, when the pre-test was held, the researcher applied performance assessment approach to gather the data about the students' current speaking skills. The components being assessed were fluency, grammar accuracy, pronunciation accuracy, vocabulary and language function

a) Applying a listening activity as an input activity before the students were asked to speak.

In the first meeting the researcher presented the dialogue “how to Introduce your self” in a form of listening activity. The students were asked to fill in the blank with the proper words from the recording. In the second meeting the researcher also played a listening activity about “how to ask and give personal information” in a form of dialogue.

The researcher would continue this listening activity with some activities, for example by listing the vocabulary that the students did not know the meaning, discussing the meanings of the listed vocabulary, and drilling activity to lead the students to pronounce those words correctly. The vocabulary listing and discussions were functioned in making the students to have more vocabulary in their mind. Those activities were also an input activity for the students before they could produce their own dialogue. The drilling activity was aimed to make the students know how to pronounce the English words correctly.

The listening activity was held twice. At the first, students still could not catch what the dialogue was about. In the second listening, the researcher shared the text of

the dialogue to the students in order that the students would know how to pronounce the words and searched the words that they did not know.

After listening, the students then mentioned the vocabulary that they did not know, while the researcher listed them in the white board. The researcher and the students then discussed the meanings by opening the dictionary. For there were many words that had been listed, it quite took time to discuss all of those words. After that, the researcher led the students to pronounce those words correctly

b) Using language games to help students in speaking

The “you know me they know you game” was done in the second meeting. This game was applied as an introductory game so that the students could learn to speak English confidently. From the interview transcript below, the researcher could note some behaviours which were performed by the students.

6th Interview, October 10th, 2013

....

R : “Hai Hanum, Miss Arini boleh tanya sebentar?”
(*Hi Hanum, Can I ask you something for a moment?*)

H : “Iya, Miss, boleh”.
(*Yes, sure you can*)

R : “Menurut Hanum gimana game tadi?”
(*What do you think about the game?*)

H : “Seru Miss, satu kelas bisa maen game bareng-bareng, cuman masih kurang pede sih kalo harus ngomong di depan banyak orang”
(*It was fun Miss, We can play the game in a big group, but I am not confident enough if i have to talk in front of a lot of people*)

R : “Ada kesulitan di game tadi Hanum?”
(*Is there any difficulties?*)

H : “Enggak sih miss, soalnya bisa niru dari temen sebelah dari kata yang dia ucapkan”.

(I dont think so Miss, because I can repeat the words from my friend who is standing next to me)
R : “Makasih Hanum”.
(Thank you Hanum)

The implementation of the “you know me they know you game” was able to get the students’ attention. The students made a circle in the class together with the researcher. The researcher started to introduce herself. The student stood next to her had to introduce himself to everybody in the circle and introduced the researcher. So do the other students who stood next to him had to do the same thing. Some students were still not confident enough to speak their ideas in front of their friends. But by doing this game, the students only repeated the same things from their friends’ introduction. So the students did not speak efficiently yet. However, by doing this game the students showed their real involvement in the English teaching and learning process.

In the next meeting the researcher applied “name the ball game”. Designing “name the ball game”, the researcher aimed at enabling the students to speak more efficiently not only to repeat but also to create their own sentences. To avoid the problem which deals with students’ understanding, the researcher required some students to preactice using the expressions, so that they would be able to speak more efficiently in the game. Based on the observation, the implementation of “you know me they know you game” and “name the ball game” were successfully made the students spoke more in the class.

Table. 4 The advantages of “you know me they know you game” and “name the ball game”

No	<i>Data from Interview transcript</i>
1.	<p>...</p> <p><i>R: You know me they know you game , itu large group (You know me they know you game is a large group game)</i></p> <p><i>T: Game nya sangat menarik mbak, jadi anak tidak bosan di kelas, ada rung gerak yang cukup juga buat mereka. (The game was so interesting, so the students were not boring in the class, there were enough space for them to move)</i></p> <p>7th Interview, Monday October 14th, 2013</p>
2.	<p>...</p> <p><i>T: Name the ball game di samping dia bisa mempersiapkan diri dengan kemampuannya, dia juga punya kelebihan yang lain, yaitu having fun dan... apa? (With the name the ball game students could prepare them self, it was also fun)</i></p> <p><i>R: Mmm....have fun juga mereka speaking, benar-benar speaking ... (Have fun and they spoke also in the class)</i></p> <p><i>T: Tapi siswa merasa senang karena tidak merasa belajar tapi bermain, gitu, yang betul-betul bisa dirasakan. Dari di situ, kita bisa melihat hasil yang sudah Anda lakukan mm...game yang pertama dan kedua anda bisa merasakan sendiri kemajuannya, peningkatannya (iya), bisa dilihat, bisa dibuktikan. (the students felt so happy because they did not feel study but playin gin the class. You can see also the result from the first game and the second game, there were improvement, you coould see it and prove it)</i></p> <p>8th Interview, Monday October 14th, 2013</p>

However, by acting this game the students could speak more in English by using the target language functions. The researcher also observed how the students moved into group and spoke in English. The students were able to work with their classmates without any problem. Students looked more motivated in learning and they also involved themselves in the English teaching and learning process.

Although using games required certain skills in adapting the games and managing the class, the researcher felt that language games gave some positive effects to the English teaching and learning process when it was well maintained. One of them was that language games could improve the students' motivation and involvement in learning English. It can be shown in the interviews below.

9th Interview, Saturday 12nd, 2013

....

R: Mau tanya ya Dek ya... Okey... Selama ini kita pakai games perasaan kamu gimana?

(What do you think of the use of the game in the class?)

S: Ya perasaan saya kalau pakai games itu lebih senang, terus dapat memahami pelajaran, itu kan kalau cuma pelajaran bisaa itu kan bosen, kalau pakai game itu jadi lebih semangat...

(I feel happier when using language game, i can understand the topic, it its only ordinary topic is so boring, when using game i become more enthusiastic)

R: Iya... Semangatnya nambah gitu ya, kenapa?

(Do you feel more enthusiastic?)

S: Di kelas gak cuman duduk aja miss, jadi gak bosen

(We are not only sitting in the class, so the class is not boring)

Moreover, the data from the observation checklists showed that in general students' motivation improved. In relation to the students' involvement in English teaching and learning process, the researcher noted that their activeness in the group work, pair work, small group role play and their willingness to move as what the games required them were the proofs of their involvement. Some students agreed that their involvement in the English teaching and learning process improved as the teacher used language games in the English teaching and learning process. Language games

allowed them to act and move rather than passively listening and sitting by doing nothing except writing theories. The following interview transcript proved that the students' involvement in the English teaching and learning process improved.

10th Interview, October 12nd, 2013

...

R : "Siska kalo di kelas, umpamanya miss Arin nyuruh "ayo berkelompok atau ayo maju kedepan!" itu kamu mau ikut apa gak?"

(Do you will follow my instructions?)

Siska : "Ya ikut donk miss, aku kan selalu ikut kalo di suruh maju, apa lagi kalo pake games, jadi tambah seneng kalo di suruh maju".

(I will follow all the instructions miss, games make everything fun)

R : "Saat melakukan game itu kamu aktif apa cuma "Wah, ada yang gak ikut mbak, aku males juga" gitu? Apa terpengaruh yang kaya gitu apa...."aku ya aku...aku mau aktif di situ" apa gimana?"

(Are active in doing the game?)

Siska : "Ya aktif"

(I am active in the class Miss)

R : "Itu dari diri sendiri apa dipaksa "Hayo-hayo-hayo!" gitu?"

(It is coming from your self or somebody forces you?)

Siska : "Yo...yo kan disuruh to mbak, hehe"

(I just follow the instructions Miss)

R : "Ho'o, tapi kalau dari diri sendiri?"

(From your self?)

Siska : "Ya ada...minat.."

(I am interested in the game)

Recorded in the questionnaires, on the question "Can games improve your self-confidence and learning motivation to learn and speak fluently and accurately?", thirty students answered yes. They suggested that games can improve their self-confidence and learning motivation to learn and speak fluently and accurately.

3) Reflection of Cycle 1

The first meeting gave a good starting point for this research. The students welcomed the researcher. In the first meeting, the students made some improvements in performing dialogues in the production session. Although some students could not enjoy the performance session since some of them did not feel confident with their speaking ability, but most of them tried to speak. In this meeting the researcher used 60% Indonesian and 40% English. The researcher used English as the medium of instruction. But due to the students difficulty with the instruction in English, the researcher translated the Instruction into Indonesian language.

From the questionnaires, the researcher got some information about the students' reflection of the day and about their suggestion on the lesson. The researcher noted that the students faced some problems related during the English teaching and learning process. They wanted the researcher to use Indonesian as the medium of instruction because they did not understand. Besides, the students wanted to have relaxed and fun in English teaching and learning process. They also wanted that the researcher spoke slowly which was too fast before. These suggestions made the researcher to perform better in the next meeting.

Meanwhile, from the pre-test result, the researcher found that 57.72% students were in level of proficiency and 42.28% students had exemplary level of proficiency. It showed more than 50% of the students were still in the lower level of proficiency. This score encouraged the researcher to help them to improve their speaking skill.

In the implementation of the first game, “you know me they know you game”, the researcher used 60% Indonesian and 40% English. In general, the activities planned were implemented systematically. However, the researcher found some problems during the lesson. The problems were:

1. There were no students who volunteered in reading the dialogues.
2. Some students practiced the dialogue in low volume.
3. There were some pronunciation mistakes.

To solve the problems, there were some efforts done by the researcher spontaneously and some solutions given by the teacher. The solutions were:

1. The researcher took the attendance list and invited the students randomly to read and practice the dialogue.
2. The researcher reminded the students before the performance to speak louder, and told other students to remain silent and give more attention to their friend.
3. After each performance, the researcher gave classical feedback in pronouncing some difficult words, and did the drilling method.

Apart from those problems, the researcher found that the students made some improvements in some cases. In the second meeting the students looked more active. They were also willing to move in front of the class to act the game. They did and discussed the tasks in pairs. Although they still used Indonesian in the discussions, some of them tried to speak English when they

asked the researcher. Most of the students spoke English when performing the dialogues both on their seat and in front of the class.

Based on the observation on the second game “name the ball game” some of the problems in the first game were still happened such as there were no students who wanted to volunteers and some students spoke in low volume. During the presentation and practice sessions, the students seemed to understand well about the expressions. The students were also able to perform their dialogue appropriately.

The students were very enthusiastic doing the “name ball game”. They made a circle and the researcher stand in the middle of the circle. The students were listening to the instructions, although some students were busy chatting with their friends. The researcher started the game.

4. Findings of cycle 1

Based on what the researcher had planned, acted, observed and reflected in cycle 1, the researcher came with the following findings:

- a. Classroom English was effective to make the students familiar with English.
- b. The “you know me they know you game” was quiet effective in encourage the students’ speaking ability in the class.
- c. The “name the ball game” was effective to improve students’ motivation and involvement, self-confidence and speaking ability.
- d. Big group activity was good to improve students’ self confidence.

- e. Researcher needed to adapt to the learners' need and language level when they wanted to use game in English teaching and learning process.
- f. Researcher should give the students enough time to understand the rule of the game, mastering the language used during the game.
- g. The students' speaking performance, vocabulary, motivation, and students' involvement Improved in cycle 1. This indicated the success of cycle 1. Although there were some problems happen in cycle 1.

b. Cycle 2

1) Planning 2

Based on the reflection done in the first cycle, the researcher designed games which were more enjoyable to play. The researcher designed the games that could make the students enjoyed the activities and spoke English willingly. The researcher avoided using difficult expressions or sentences. The 2nd cycle plans were :

- a. Adapting games that equal to students need.
- b. Applying listening activity before the students were asked to speak
- c. Improving students' vocabulary through games.

2) Action and Observation of cycle 2

The action was carried out on 19th until 21st October. The post test was held on October. On the 19th October the students practiced the expressions of thanking and apologizing. The next meeting, the students were

driven to have the capability to give command and prohibit. The features of the games acted in cycle two were presented in the following table:

Table 5: The Specifications of Games used in Cycle 2

<i>Features</i>	<i>Pass the ball</i>	<i>The last game</i>
<i>The purpose of the game</i>	<i>To give command and prohibition</i>	<i>to show grateful and apologize</i>
<i>The space to play the game</i>	<i>large space</i>	<i>large space</i>
<i>The number of the students</i>	<i>Whole students</i>	<i>whole students</i>
<i>The age of the students</i>	<i>Adult</i>	<i>Adult</i>
<i>The level of the activity</i>	<i>more active</i>	<i>more active</i>
<i>The type of the game</i>	<i>information gap</i>	<i>Information gap</i>
<i>The time allocation</i>	<i>20 minutes</i>	<i>15 minutes or more</i>
<i>The use of properties</i>	<i>Ball</i>	<i>List of questioner</i>
<i>The necessary reward</i>	<i>oral compliments, clap hands</i>	<i>oral compliments,</i>
<i>The relevant game</i>	<i>Enabling the students in expressing giving command and prohibition</i>	<i>Enabling the students in expressing grateful and apologize</i>

a) Adapting games that equal to students need.

Based on the finding in cycle 1, the researcher decided to adapt games for cycle 2 that equal to students' need. The researcher avoided adopting games which use difficult instruction. In adapting games, first, the researcher should have enough knowledge about games by reading game books. Second, the researcher reviewed the basic competency and its indicators in the syllabus.

Third, the researcher decided the type of strategy of the game. The researcher also considered the time, the space which could be effective for the game. After that, the researcher also decided how the students got their turns without resulting stress on them for example by using ball. Then, the researcher formulated the rules of the game. Next the researcher decided the rewards for the winner and the punishment for the students who broke the rules. The last one, the researcher began to make the instrument needed in the game for example ball.

After adapting the game, the researcher applied the game in the class and observed how the students practiced their speaking while acting the game. However, some games could bring some negatives effect, such as bad time allocation, students' disruptive behavior, ineffective instruction, etc.

b) Applying listening activity before the students were asked to speak

This was done to direct the students to more carefully listen and pay attention to the recordings for there was no text of the dialogue that they could read. By this activity, they would train themselves to listen to the English dialogue. Nevertheless, the students still could not catch what the dialogue was about for there were many noises outside the class like the mosque crowd and there were some students chatting outside the class. The researcher then read the written dialogue of the recording carefully and loudly around the class. When the students looked confused, the researcher used her mimics and gestures to make them understand.

After having a discussion, the researcher then shared a task of thanking and apologizing to find the missing words. After that, the researcher then led the students

to pronounce those words correctly. All of the students imitated what the researcher said fluently. The researcher then asked the students whether there was any word that they did not know the meaning. Then, the students were asked to make a dialogue based on the situation clue and practice the dialogue with thier friend.

c) Improving students' vocabulary and students' readiness through language games.

In this cycle, the students learned some new vocabularies related to the “give command and prohibition”. From the four students being interviewed, most of them said that they mastered some new vocabularies during the” pass the ball game”. Based on the researchers' observation, the students learned those words and use them correctly during the game. The following data showed that the students improved their speaking skill, especially in one of the language components that is vocabulary

Table 6. Interview transcripts

No	Interview Transcript
1.	<p><i>R</i> : “Trus gimana tentang game-game yang miss Arin kasih, membantu meningkatkan vocabulary gak?” <i>(Do the game improve your vocabulary?)</i></p> <p><i>Z</i> : “Ia Miss,aku sih ngerasa mengalami peningkatkan miss, apa lagi pas game pass the ball game.” <i>(I feel my English is improving, mostly in pass the ball game)</i></p> <p><i>R</i> : “Kalo Ilham gimana?”, ada peningkatan vocabulary juga pas game pass the ball”? <i>(How about you Ilham)</i></p> <p><i>I</i> : “Iya Miss, aku juga ngerasa vocabulary ku bertambah, kayak open the door, close the door”. <i>(My vocabulary is also improving)</i></p> <p><i>R</i> : “Makasih ya” <i>(Thank you)</i></p> <p>11st interview, October 19th, 2013</p>

2.	<p><i>R</i> : “Kalo Games nya gimana dek?” (<i>What do you think about the game?</i>)</p> <p><i>M</i> : “Asik bangetttt Miss, seru. Gak ngantuk trus juga gak bosen di kelas, trus juga jadi pede kalo mau ngomong Bahasa Inggris”. (<i>So fun Miss. I don’t feel sleepy in the class, and I feel confident</i>)</p> <p><i>R</i> : “Gimana dek Speaking hari ini?” (<i>What do you think about the speaking today?</i>)</p> <p><i>M</i> : “Gampang –gampang susah sih Miss, gampang soalnya ngerjainnya berpasangan. Kalo susah nya sih grammar sama kalo pasa ngomong ya medok banget Miss”. (<i>It is not easy but aslo not so difficult, easy because we can do it in pairs, defficult because of the grammar and my pronunciation is not good</i>)</p> <p><i>10th interview, October 1^{7th}, 2013</i></p>
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Analyzing how the students improved their vocabulary mastery, the researcher reviewed on how she introduced those new words and got the students accustomed with them. From the above interviews, the researcher found that the students needed to learn new vocabularies in “Pass the ball game”. But actually, they learned some new words as well in the other games, though they were not aware if they did so.

“Pass the ball game” was considered successful in improving students’ vocabulary mastery as it introduced and used new vocabularies before and during the game. There were some advantages on why those new words were given at one meeting. The students were required to be able to memorize and understand their meaning so that they could use them automatically in the game. Besides stressing on

the meaning of the words, the researcher also gave the students time to memorize and practice their pronunciation together. As the students were able to use those words appropriately and pronounced them correctly, the researcher and the students agreed that pass the ball game improved the students' vocabulary mastery.

While other game in cycle 2, "the last game" did not give significant contribution in the term of vocabulary. However, in the last game the researcher introduced some new words. The last game failed in improving students' vocabulary as the researcher didn't give enough time for developing students' automaticity. As a result, the students were able to produce the words by memorizing them, but actually they didn't really understand on what they were talking about.

Reviewing and comparing the situations in two last meetings below, there were some points which can be elaborated:

...

R showed some expressions of thanking and apologizing. R shared task 2 and task 3. Ss work in pairs. R and Ss discussed Task 2 and Task 3 together. R and Ss played the last game. Ss enjoyed the game. They looked busy looking at the case and think of what to say. R gave time for Ss after each session for repetition. After that, R let them change their roles and act again. The bell rang R ended the class and said good bye.

Appendices 1 : field note 6

...

R and Ss discussed together the expression of giving command and prohibition. R shared the worksheet of task 2 and task 3. R and Ss discusses task 2 and task 3. R and Ss played pass the ball game. The students seemed afraid if they hold the ball and had to give command and prohibition to their friends. So, they passed the ball quickly to avoid the turn. Some Ss enjoyed the game and tried to memorize the action verbs seriously before and during the game.

Appendices 1 : field note 8

Those points were :

1. In meeting 6, the students spoke based on their turn which was designed by the researcher before. So, the students had already known when they should speak and when they should listen to their friends.
2. In meeting 8, the students enjoyed the “pass the ball” game so much. The game challenged the students so that they looked enthusiastic in acting the game and knowing who would get the next turn. Even some students were only able to spoke slowly.

The above elaboration showed that the use of ball as media in “pass the ball game” was successful and effective to result no fear and propose spontaneity-effect and readiness in taking turn for speaking. The following interview transcript proved that media managed by the researcher were used maximally.

12nd Interview, October 21st, 2013

- R : “Bagaimana pendapat ibu tentang penggunaan media dalam game pass the ball?”
(What do you think about the use of ball as the media?)
- Et : “Efektif sekali mbak, jadi murid-murid harus selalu siap kalo mereka dapat giliran. Jadi mereka selalu konsentrasi ketika teman mereka sedang berbicara, karena mereka harus siap kapan saja kalo dapat giliran.”
((It is so effective, so the students always ready if they get the ball. So the students have to concentrate when their friends are talking))
- R : “Jadi murid-murid lebih spontan ya bu dalam speaking?”
(So the students are more spontaneous)
- Et : “Iya, mbak.”
(yes)

3) Reflection of cycle 2

Cycle two was developed based on the reflection on the previous cycle. The researcher discussed with the teacher and the collaborator for reflecting the planning and the implementation of the cycle 2.

In meeting 6 in which “pass the ball game” was held were in accordance with the plans. In this meeting the students studied the expressions of giving command and prohibition. They involved themselves actively in the class activities. Vocabulary building activity which required them to find the meaning of some new words helped the students in accomplishing the next tasks. The students enthusiastically made a circle and acted the game. The game let them to explore new vocabularies. The students practiced the speaking through “pass the ball game”. They were also able to give command and prohibition to their friends. The students spoke clearly and fluently when they acted the game. The students were optimally involved in the learning process. The students tried and did the instruction of the game well. “Pass the ball game” enabled the students to produce the targeted language function because each student had opportunity to express their opinion.

Meanwhile in meeting 8, “the last game” was acted in accordance with the plans. In those meetings the topic being taught was quite difficult. It took long time for the students to understand the dialogue since some words used were new for them. In this meeting the students were able to express gratitude and apologizing. The students were able to work in group, managing their role and perform with their partner. In meeting 8 in which the game was brought in, the students were optimally

involved in the English teaching and learning process. The students worked in pairs practicing dialogues based on clues given. The activities in the practice and production sessions were in accordance with what they would do in the game. The students understood the rules of the game and were able to act the game. The students got a list of questions and had to express their gratitude and apologies based on the list of the questions.

The researcher and the collaborator observed some improvement in cycle 2. The students were more willing to be volunteers in practicing and reading the dialogue. They also asked the teacher if they didn't understand certain instructions or words. In addition, the students performed the dialogues in front of the class spontaneously, clearly and loudly without being asked to do so. The students were not shy anymore to try to make a dialogue or act as what the game or the teacher required.

4) Findings of Cycle 2

- a. The design of the "last game" was too complicated and it was not effective enough because the teacher could not observe their speaking in detail whether or not they spoke correctly and appropriately.
- b. "Pass the ball game" were effective to gain students' readiness for speaking spontaneously as they were invited randomly based on where the ball might move.
- c. The use of ball was effective to minimize students' stresses when they were pointed to do something.

- d. Students performed gestures maximally when they were able to enjoy the game and they were familiar with the classroom speaking situation.
- e. “Pass the ball game” was effective to improve students’ vocabulary mastery as before and during the game the researcher gave enough time for practicing their pronunciation and memorizing the meaning.

C. Summary of Research Findings

The actions were implemented in two cycles. Based on the reflections of each cycle, there were some points which could be concluded as follows.

1. The implementation of Cycle 1 and 2 were succesful to increase the students’ speaking ability.
2. The use of games to motivate the students to utter their background knowledge related to the topic was really effective.
3. The use of games which were focused in the production session was effective to improve students’ speaking skills.
4. The use of media, such as ball in the games was effective to minimize students’ feeling of being pointed.
5. It was difficult to handle the students in big group games. However, big group activity could improve students’ self confidence as they act the game together with their classmates.
6. Giving instruction in using games was essential as it determined whether the students understood how to play the game or not. The instruction

should be given clearly. Sometimes explaining the rules in students' native language was necessary when they did not understand.

7. Adopted games without adapting the content and language level would be difficult for the students as there must be some words or expressions that the students hadn't understand.
8. Pass the ball game was effective in improving students' vocabulary mastery because the researcher gave enough time for repetitions to develop students' automaticity in using the words. Besides stressing on the meaning of the words the pronunciation practices contributed much in mastering new vocabularies.
9. Teaching media, such as ball enhanced students' readiness for acting the game and students' spontaneity in speaking because they helped the students to get their turn in more fun way so that it reduced students' stress of being pointed.

The followings were the comparison description of students' improvement before and after the implementation of the actions. The table could be presented as follows:

Table 7. Comparison Descriptions of Students' Improvements

No	Before actions were implemented	Cycle 1	Cycle 2
1	Students did not respond to teacher's questions properly.	Some students were confident to respond to researcher's question. However,	Many students were confident to respond to teacher's questions.

		some others were not.	
2	Students were not confident in expressing their opinions related to the topic.	Some students were confident in expressing their opinions. However, they still used Indonesian.	Many students were confident in expressing their opinions related to the topic in English.
3	Students were bored and sleepy during the teaching and learning process.	Students were enthusiastic in joining the class. They enjoyed the teaching and learning activities.	Students became more active in the teaching and learning activities. They responded to the researcher's questions and express their opinions.
4	Students frequently lost their attention. They chatted with other friends or busy with their cell phones	Some students sitting in the back row chatted with their friends and disturbed the other friends' concentration.	The students who often made noise in the back row paid attention to the lesson and researcher's instructions.
5	Most of the students memorized their utterances.	Some students started not to memorize their utterances.	Most of the students did not memorize their utterances.
6	Students needed long preparation before they performed speaking.	Students needed shorter preparation.	Students needed short preparation. When the teacher asked them to perform, many students raised up their hands.
7	Students had limited vocabulary.	Some students had more vocabulary.	Most of the students had more vocabulary.
8	Students did not familiar with some speaking terms like <i>pronunciation, fluency and accuracy</i>	Some students were familiar with some speaking terms like <i>pronunciation, fluency and accuracy</i>	Most students were familiar with some speaking terms like <i>pronunciation, fluency and accuracy</i>
10	Students were not aware of their pronunciation, fluency and accuracy in their speaking performances.	Some students were aware of their pronunciation, fluency and accuracy in their speaking performances.	Most students were aware of their pronunciation, fluency and accuracy in their speaking performances.

Also, in the pre-test and post-test activities, there were some differences as described in the following table

Table 8. Descriptions of Students' Pre-test and Post-test Differences

NO	PRE-TEST	POST-TEST
1	Students needed long preparation to prepare their selves in their performances for they memorized their utterances first.	Most of the students needed short time to prepare their selves in their performances.
2	Most of the students memorized their utterances.	Most of the students could speak English spontaneously.
3	Most of the students were not confident in their speaking performances. There were many silences in their performances.	Most of the students were confident in their performances. Silences during performances were decreasing.
4	Students' pronunciation skills were low. Most of the students could not pronounce the English words correctly.	Students' pronunciation skills were increasing. Many students could pronounce English words correctly.
5	Students were not enthusiastic with the speaking activity. None of them would initiate to perform in front of the class, even many of them denied to perform.	Many students were enthusiastic with the speaking activity. Many of them would initiate to perform in front of the class. None of the students denied performing.
6	Many students used Verb 1 in retelling their personal experiences.	Many students used Verb 2 in retelling their personal experiences.

To get the final scores, the researcher then counted each student' average scores in every cycle as follows:

Table 9. Students' Average Scores

Students	Scores			
	Pre-test	Cycle 1	Cycle 2	Post-test
1	5	6	6.25	6.5
2	5	6	6.25	6.5

3	6	6.75	7	7.5
4	7	8	8.25	8.5
5	7	7.25	7.75	8
6	5	6.75	7.25	7.5
7	6	6.5	6.5	6.75
8	6	7	7.25	7.5
9	4	6.25	6.25	6.5
10	6	6.75	7.25	7.25
11	5	6.75	7	7.25
12	5	7.5	7.75	8
13	5	6.5	6.75	7
14	6	7	7.25	7.5
15	5	6	6.5	7
16	7	7.75	8	8
17	6	7	7.25	7.5
18	7	7.25	7.5	7.75
19	5	6.25	6.5	6.75
20	4	7.25	7.5	7.5
21	6	7.5	7.75	8
22	6	7	7.5	7.75
23	6	7	7.25	7.5
24	5	6	6.5	6.75
25	6	6.75	6.75	7
Mean Score	5.64	6.83	7.11	7.35

There was an improvement of the students' speaking ability by using language games by comparing from the mean scores of the pre-test and the post-test.

To check the validity of the finding, the researcher applied methodical and data triangulations. The researcher conducted methodical triangulation by comparing the data gathered from the interview, observation, and test. The data triangulation was applied by interviewing different sources such as the students and the English teacher. The triangulation revealed the same result. The information compiled from the different instruments and sources used by the researcher showed that the students' speaking ability was increased by the using of language games. The use of language games preceded by some supporting activities like listening activity, vocabulary

discussion, and drillings was proven effective in improving the students' speaking ability. They also became more confident and relax in performing their speaking performances.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

In this chapter, the writer divided the content into three points. They are conclusions, implications and suggestions. The explanation of each point is presented below.

A. Conclusions

This research recorded some data about the use of language games to improve students' speaking ability. The research was carried out from 7th October to 1st November 2013. There were two cycles in this action research. In both cycles, the researcher implemented some actions as follows:

1. Applying listening activity as an input activity before the students were ask to speak.
2. Using language games as media to attract students' attention.

In the first and second cycle, it showed the implementation of language games was successful to improve the students' speaking ability. The use of language games wrapped in a varied activities in the end of the lesson. Language games could stimulate the students to bring out their opinions about the topic. The students were more stimulated to discuss the topic of the lesson through language games. Moreover, the language games could attract students' attention and interest in learning English.

Listening activity enhanced the students' speaking ability. Listening to the recording could help the students to understand the topic of the lesson. Students could activate their knowledge about some English words' pronunciation, new

vocabulary, intonation and so on. Based on the test held, students' average pre-test score was 5,64 while the students' average post-test score was 7,35. this results clearly showed us that there was an improvement in students' speaking ability.

The use of language games in the production stages could improve students' performance. This could be seen from four aspects, they were fluency, pronunciation, accuracy and vocabulary. In language games, the students were more motivated in showing their speaking performances. Moreover, language game could make the students more confident since they did not have to memorize all the expressions to perform in front of the class.

The implementation of the actions resulted in some improvements. Those improvements were related to the learning process of speaking and the students as well. The improvement descriptions were presented below.

1. The improvement of the speaking teaching and learning process.

Before the actions were implemented, the teaching and learning process of the speaking class lacked of facilities and input activity. The improvements were found in using listening activity before the students produce their speaking.

2. The improvement of the students' attitudes

There were some improvements of the students after the actions were implemented. The students who often lost their attention became more focused on the topic and more active in learning activities. They became more confident to respond to teachers' questions. Moreover the students became

more confident and motivated to perform their speaking performances.

Students were braver to perform in front of the class.

B. Implications

Based on the result of the study, it was found that the students could enhance their speaking understanding in the learning process. The implications of the actions were described below.

1. The use of listening activity as the input before the students produced their speaking. The listening activity could stimulate the students. By listening activity, students became more focused. This enhanced the students speaking skill, some preceding activities should be taken.
2. The use of language games to increase the students' speaking ability was proven effective. Language games could motivate the students to speak and made them more confident in their speaking performances. This implied that the English teacher should use media especially games to help the students to perform their speaking' performances.

C. Suggestions

Based on the conclusions and implications that have been explained before, some suggestions can be directed toward the English teacher and other researcher. The suggestions are as follows:

1. To the English Teacher

It is important for the teacher to focus not only on teaching reading, writing and listening but also on speaking. Teaching speaking is important

especially in foreign language classroom since it is one of the important indicators of the success of teaching foreign language. The teaching and learning process should be delivered in an interesting concept. The use of language games can be applied since language games are accessible media that can be applied in English and teaching learning process. The use of listening activity as the input activity cannot be ignored to improve the students' speaking ability since the students need an appropriate input before the produce the good output.

2. To the other researchers

The actions in this study are limited to the use of language games. There are much kind of language games that can be applied in English teaching and learning process. The researcher expects the other researchers to explore deeper in the use of many kinds of language games to improve the students' speaking ability.

3. To the students

The researcher expects the students to do many speaking exercises not only inside the classroom but also outside the classroom. The researcher also expects the students to practice their speaking skill independently outside the classroom.

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Appendix 1

Field Notes

R : Researcher

ET : English Teacher

Ss : Students

Fieldnote 1

Tuesday October 1st, 2013

Headmasters' room

R came to Smp Ma'arif Muntilan at 9 am to meet the Headmaster. She already made appointment before. R entered the Headmasters' room. The headmaster welcomed R. R asked the Headmaster permission to hold the action research in Smp Ma'arif Muntilan. R told the aimed of the action research is to improve the speaking skill of the grade VII students in SMP Ma'arif Muntilan. The headmaster agreed and he told R to come back to SMP Ma'arif the day after to consult with the English teacher.

Fieldnote 2

Wednesday October 2nd, 2013

Teachers' room

R came to teachers' room Miss Arum the Et of Smp Ma'arif Muntilan. R asked the Et's permission to hold the action research in Class VII. Et asked R about the plan. R explained about the plan of the action research to Et. Et agreed and gave schedule to teach to R. R said thank to Et and leave the room.

Fieldnote 3

Monday October 7th, 2013

VII A Classroom

Et entered the classroom followed by R. Et told Ss that R would conduct an observation. R sat in the back corner of the room, observed the classroom and took a note. The classroom is quiet messy and dirty. Some of students were not using shoes because they just finished praying. There was one black board in the class room. Et started the lesson by greeting Ss. Et asked the Ss to stand up and clean the floor under their table. Et asked the Ss about the previous lesson. Some students seemed active to answer the question, but the other students were kept silent. Et told Ss that they would perform "how to introduce someone else". Et did not use any media at all. Et used 60% Bahasa Indonesia and 40 % English. When Et was explaining the materials, some Ss were busy chatting with their friends, some of them were walking around. Then Et asked the students to make and practice a dialogue related to the topic to be performed in front of the class. R listened to the Ss beside her. Their pronunciation, fluency and accuracy were so bad for there were still many grammar errors, limited vocabulary and intolerable local dialect. Et asked Ss individually to perform in front of the class but Ss refused it. Et mentioned one of the name of Ss and finally there were some Ss who were brave enough to perform in front of the class. ET discussed the unknown words. However, most of Ss were lazy to consult the dictionary as they did not bring any dictionary and just waited the diligent students to find the meanings of the

words. Moreover, some of them did not bring any dictionary. They relied on the diligent S to check the meaning in the dictionary.
Bell rang Et closed the meeting.

Field note 4

Thursday October 10th, 2013

The bell rang. R came into the class. Some students were late to come to the class. Et entered the class and sat back in the back corner of the class. R started the lesson by greeting the students. R called the roll. There was one student absent due to sick.

R : "SO how are you every one?"

Ss : "Good miss".

R : "Let me introduce my self, my name is Valentino Rossi. I come from Italy. I am 29 years old. My hobby is racing my motor bike.

Ss : "Miss Arini berubah jadi Valentino Rossi"

R : "Everybody knows about Valentino Rossi?"

Ss : "Yes, Miss"

R started the lesson by introducing her self as Valention Rossi. R asked the students about Valentino Rossi. R showed some pictures of national flags to the students.

R : "Do you know from which country is this flag?"

Ss : "America, Miss"

R : "Correct, this flag is the national flag of United State of America?". "How about this one?"

Fara : "Dari Belanda, Miss".

R : "Great, this flag is the national flag of Netherland".

R asked the students to write down about their favourite actor or actrees. R asked the Ss to introduce their self as their favourite actor or actrees. R and Ss played "You know me, they know you game". The bell rang, R closed the meeting.

Field note 5

Saturday October 12nd, 2013

The bell rang. Ss came into the class. R prepared speaker. Some of the Ss were late for they had prayer in mosque before the lesson started. Et entered the class and sat at the back corner of the class room. R started the lesson by greeting the students. R checked the Ss' attendance. R played the recording.

R : "So have you heard about this conversation before?"

Ss : "Yesss"

R : "Where do the conversation take place?"

Ss : "Apa artinya miss?" ("What did you say miss?")

R : "Dimana percakapan itu terjadi?"

Ss : "Di sekolah Miss"

R : "In English please"

Ss : "In school miss"

R : "Very good"ed to discuss some things

R started the lesson by playing the recording of asking and giving information. After that, R and Ss started to discuss some things related to the topic. R showed some expressions of asking and giving information. R discussed with Ss about the grammar used in asking and giving for information. R shared worksheet for Ss. Ss made dialogue in pairs and perform next to their seat. R and Ss played Ball name game. The bell rang, class ended, R said goodbye.

Fieldnote 6

Monday October 14th, 2013

VII A Classroom

The bell rang. R greeted Ss and checked Ss' attendance. R reviewed the previous lesson about asking and giving information. R shared the worksheet, Ss worked in pairs. R played recording, Filled the tasks. R and Ss discussed Task 1's answer together.

R : "Why the man say thanks to the women?"

Sidiq : "Karena di pinjami Bolpen bu?"

R : "Can you make it in English Sidiq?"

Sidiq : "Saya coba miss". ("I will try miss"). "Because He can borrow pen"

R : "Wonderful". "Thank you Sidiq". "Why the mas said sorry to the lady?"

Kiki : "Because he comes late miss"

R : "Great". Good Job Kiki.

R showed some expressions of thanking and apologizing. R shared Task 2 and Task 3. Ss work in pairs. R and Ss discussed Task 2 and Task 3 Together. R and Ss played the last game. Ss enjoyed the game. They looked busy looking at the case and think of what to say. R gave time for Ss after each session for repetition. After that, R let them change their roles and act again. The bell rang R ended the class and said good bye.

Field Note 7

Thursday October 17th, 2013

VII A Classroom

R and Et entered the classroom. Ss were busy with their preparation in performing dialogue in front of the class. R greeted Ss and checked the Ss' attendance. Some of Ss said that they were not ready to perform in front of the class. R motivated Ss.

R : "Are you ready guys?"

Ss : "Belum siap, Miss". ("We are not ready yet, Miss")

R : "I am sure you can do it"

Ss : "Groggi Miss". ("Nerveous, Miss")

R : "Don't be nervous".

R called the name of the Ss one by one. All of students performed in front of the class. R said she was happy with the result. The bell rang , R said goodbye.

Field Note 8

Saturday October 19th, 2013

VII A Classroom

The bell rang. R entered the class room. R started the class. R greeted Ss and checked Ss' attendance. R shared a work sheet of Task 1. R played a recording about Prohibition and Command. R and Ss discussed Task 1 Together

R : "Is there any difficult vocabulary?"

Ss : "No, Miss"

R : "Are you sure?"

Ss : "Yes, Miss"

R : " What is the recording about?"

Tia : "Ungkapan untuk memberi perintah dan juga Larangan, Miss"

R : "Yes, that s true. The expression of giving command and prohibition"

R and Ss discussed together the expression of giving comand and prohibition. R shared the worksheet of Task 2 and Task 3. R and Ss discussed Task 2 and Task 3. R and Ss played pass the ball game. The students seemed afraid if they hold the ball and had to give command and prohibition to their friends. So, they passed the ball quickly to avoid the turn. Some Ss enjoyed the game and tried to memorize the action verbs seriously before and during the game.

Field Note 9

Monday October 21st, 2013

VII A Class room

The bell rang. R and ET entered the classroom. Ss were busy in preparing their performance. R greeted Ss and checked Ss' attendance. Some of Ss said they need some times to prepare their performance. R gave fifteen minutes preparation to Ss and went around the class to help Ss overcome the grammar and pronunciation problem. R stopped the preparation time and offered Ss to perform in front of the class. Aulia raised up his hand. After Aulia performed, many students raised up their hands. After all Ss performed, R asked them to tell about their selves and retell their personal experience. Most of Ss could speak well without preparation. R told that day was the last day of her teaching. R impressed with Ss' performance. The bell rang, R said goodbye.

Appendix 2

Interview

Transcript

H: Headmaster
Et: English Teacher
R: Researcher

Interview I

Headmaster's office

Tuesday October 1st, 2013

- R : "Selamat siang Pak, ohon maaf menggagngu waktu Bapak sebentar".
H : "Mari mbak, silahkan masuk. Ada yang bisa saya bantu mbak?".
R : "Begini Pak, saya Arini mahasiswa dari UNY. Saya bermaksud untuk memohon ijin kepada Bapak untuk mengadakan penelitian skripsi saya disini".
H : "Penelitiannya tentang apa mbak?".
R : "Saya mengambil peneitian tindakan kelas pak, meningkatkan keampuan berbicara siswa dalam Inggris dengan menggunakan games".
H : "Boleh sekali Mbak, besok langsung konsultasi sama guru Bahasa Inggrisnya saja mbak. Oh iya surat ijin penelitian dari kampus ada kan Mbak?".
R : "Iya ada Pak".
H : "Tolong sierahkan ke TU ya mbak, dan saya mohon agar sekolah di beri satu bendel hasil skripsinya ya".
R : "Pasti Pak, Trimakasih ya Pak".
H : "Sukses ya Mbak Arini".
R : "Terimakasih Bapak".

Interview II

Wednesday October 2nd, 2013

- R : "Selamat pagi Ibu, Mohon maaf menggagu waktunya sebentar, bisa ibu?"
Et : "Selamat pagi, Mbak. Iya boleh mbak, silahkan masuk, gimana kabarnya Mbak Arini?".
R : "Baik Ibu, Ibu saya mohon bimbinganya untuk melaksanakan penelitian disini".
Et : "Iya Mbak, Pak kepala sekolah sudah memberitahu saya kemarin".
R : "Ibu mengajar hari apa saja ya ?, dan kelas mana yang mungkisn saya teliti?".
Et : "Saya mengajar kelas VII dan IX mbak, tapi saya usulkan kelas VII A saja, karena kelas tersebut yang paling kurang dan butuh treatment. Saya mengajar tiap hari Senin, Kamis dan Sabtu. Hari Kamis 2 Jam pelajaran, Senin dan Sabtu hanya 1 jam pelajaran saja.
R : "Baik lah Ibu. Jadi hari Kamis ini saya boleh observasi ya Bu?".
Et : "Iya boleh mbak. Kira-kira Mbak Arini mau penelitian sampai kapan?".
R : "Kurang lebih 3 minggu ibu".
Et : "Baik kalo begitu Mbak".
R : "Trimakasih Ibu atas waktunya".
Et : "Sama-sama Mbak".

Interview III

Monday October 7th, 2013

VII A Classroom

- R : "Hallo Hana, Miss Arini mau tanya-tanya sebentar boleh?".
Hanna : "Iya, boleh Miss, kenapa gitu Miss?".

- R : “Menurut Hana, bagaimana proses pembelajaran Bahasa Inggris selama ini, terutama saat “speaking”?”.
- Hanna : “Gimana ya Miss, menurutku sih membosankan apa lagi kalo di suruh ngomong pas pelajaran Bahasa Inggris tuh susah banget Miss”.
- R : “Kalau sedang mengajar di kelas, ada media yang di pake untuk mengajar gak?”
- Hanna : “Gak pernah Miss, jadi ya bosen gitu”.
- R : “Apa sih yang menurut Hanna susah kalo pas speaking?”.
- Hanna : “Takut Miss kalo di suruh ngomong Bahasa Inggris di depan kelas, trus juga sering lupa apa Bahasa Inggrisnya”.
- R : “Oooo gitu, Makasih ya Hanna”.
- Hanna : “Sama-sama Miss”.

Interview IV

Monday October 7th, 2013

Teacher’s room

- R : “Ibu, saya boleh tanya-tanya sebentar?”
- Et : “Iya Silahkan mbak”.
- R : “Ibu, tadi di kantor saya lihat ada fasilitas viewer dan laptop, apakah ibu sering menggunakan fasilitas tersebut untuk presentasi dengan power point ketika mengajar di kelas?”
- Et : “Jujur saja Mbak, kalau saya jarang pakai soalnya ribet harus mempersiapkan materi dulu, saya gak sempet bikinnya, Mbak”.
- R : “Kalau anak-anak speaking di depan kelas bisanya bagaiman bu?”
- Et : “ Biasa nya saya kasih tema trus mereka bikin dialog Mbak. Kalau untuk kualitas speaking ya mereka masih rendah Mbak, Yang penting mereka maju saya sudah senang Mbak”.
- R : “Sebelum materi speaking dimulai ada listening atau drilling pronunciation dulu Bu?”
- Et : “Jarang ya mbak, Kebetulan di kelas tidak ada speaker aktif”.
- R : “Baik Ibu, trimakasih atas waktunya”.

Interview V

Thursday October 10th, 2013

- R : “Hai Hanum, Miss Arini boleh tanya sebentar?”
- Hanum : “Iya, Miss, boleh”.
- R : “Menurut Hanum gimana game tadi?”
- Hanum : “Seru Miss, satu kelas bisa maen game bareng-bareng, cuman masih kurang pede sih kalo harus ngomong di depan banyak orang”
- R : “Ada kesulitan di game tadi Hana?”
- Hanum : “Enggak sih miss, soalnya bisa niru dari temen sebelah dari kata yang dia ucapkan”.
- R : “Makasih Hanum”.

Interview VI

Saturday October 12nd, 2013

VII A Classroom

- T : Tifa
- D : Dian

R : "Hi Tifa sama Dian miss Arini boleh tanya-tanya sebentar gak nih?"
T&D : "Boleh Miss"
R : "Bagaimana diskusi tentang kosakata baru menggunakan kamus?"
Tiffa : "Lebih enak Miss, jadi gak perlu tanya-tanya lagi apa artinya".
R : "Kalo drilling activity hari ini gimana Dian?"
Dian : "Bermanfaat banget Miss, jadi tau gimana cara pengucapan yang benar, dan gak ngantuk di kelas wong ngomong terus".
R : "Nah selama ini kita pakai games, perasaan kamu gimana?"
Tiffa : "Ya perasaan saya kalau pakai games itu lebih senang, terus dapat memahami pelajaran, itu kan kalau cuma pelajaran bisa itu kan bosan, kalau pakai game itu jadi lebih semanga"
R : "Iya... Semangatnya nambah gitu ya, kenapa?"
Dian : "Di kelas gak cuman duduk aja miss, jadi gak bosan."
R : "Ada senengnya gitu ya?"
T&D : "Ya, he'em... gitu..."
R : "Kalau... Kalau temen-temen gimana menurut kamu? Kalau temen-temen pakai games gitu gimana? Apa mereka juga ngikutin, apa Cuma dapat Hore...! Cuma dapat seneng tapi gak dapat pelajaran?"
Dian : "Hm... Kalau menurut saya sih, ya semua anak-anak satu kelas itu bisa ngikutin gitu lho mbak, kan bisaanya ada yang pasif, kalau pakai game itu jadi semuanya aktif, ikut serta gitu..."
R : "Uda meningkat ya, motivasinya?"
T&D : "Iya miss."

Interview VII

Saturday October 12nd, 2013

VII A Classroom

R : "Siska kalo di kelas, umpamanya miss Arin nyuruh "ayo berkelompok atau ayo maju kedepan!" itu kamu mau ikut apa gak?"
Siska : "Ya ikut donk miss, alu kan selalu ikut kalo di suruh maju, apa lagi kalo pake games, jadi tambah seneng kalo di suruh maju".
R : "Saat melakukan game itu kamu aktif apa cuma "Wah, ada yang gak ikut mbak, aku males juga" gitu? Apa terpengaruh yang kaya gitu apa...."aku ya aku...aku mau aktif di situ" apa gimana?"
Siska : "Ya aktif"
R : "Itu dari diri sendiri apa dipaksa "Hayo-hayo-hayo!" gitu?"
Siska : "Yo...yo kan disuruh to mbak, hehe"
R : "Ho'o, tapi kalau dari diri sendiri?"
Siska : "Ya ada...minat.."
R : "Ada minat?"
Siska : "Ya"
R : "Oke, mungkin pertama disuruh gitu ya? Tapi akhirnya, o, mulai, seneng gitu ya?"
Siska : "Ya"

Interview VIII

Monday October 14th, 2013

Teacher's room

- R : “Apakah Ibu melihat adanya permasalahan dalam pembelajaran selama saya mengajar Ibu?”
- Et : “Iya mbak ada, ketika materi listening di berikan Mbak Arini kan juga membagikan teks pada siswa, nah jadinya siswa hanya memanfaatkan teks yang di bagikan untuk di pahami bukan dari listeningnya”.
- R : “Iya Ibu, ada yang lain Ibu?”
- Et : “Sama untuk anak-anak yang duduk di garis belakang Mbak, mereka kurang konsentrasi dengan listeningnya kare asik ngobrol sendiri di kelas”.
- R : “ Kalo dari game yang saya berikan bu? You know me they know you game itu large group bu”.
- Et : “Game nya sangat enarik mbak jadi anak tidak bosan di kelas ada ruang gerak yang cukup juga buat mereka. Kalo game yang satunya namanya apa mbak?”
- R : “Name the ball, bu”
- Et : “Name the ball game, ketika temnnya sedang berbicara murid yang lain bisa mempersiapkan diri dengan expressi yang harus di gunakan”.
- R : “Murid-murid juga tidak merasa terpaksa untuk speaking di dean teman-temanya”.
- Et : “Mereka juga merasa senang karena tidak merasa belajar tapi bermain, gitu, yang betul-betul bisa dirasakan. Dari di situ, kita bisa melihat hasil yang sudah Anda lakukan mm...game yang pertama dan kedua. Anda bisa merasakan sendiri kemajuannya, peningkatannya (iya), bisa dilihat, bisa dibuktikan.”

Interview XI

Thursday October 17th, 2013

Teacher's room

- R : “Selamat siang Ibu, mohon maaf saya menggagu waktu ibu sebentar”.
- Et : “Iya silahkan Mbak Arini”.
- R : “Alhamdullilah Ibu, siklus pertama sudah terlaksana”. “Bagaimana pendapat Ibu dengan penggunaan listening activity ?”
- Et : “Sangat enarik mbak, soalnya saya gak pernah ngasih anak-anak listening activity”. Jadi nya anak-anak lebih tertarik dan juga semangat”.
- R : “Bagaimana pendapat Ibu dengana pengguna Language games yang saya berikan di setiap akhir pelajaran ?”
- Et : “Language games nya menarik sekali mbak, jadi anak-anak lebih percaya diri ketika berbicara dengan Bahasa Inggris, dan anak-anak juga menjadi lebih kreatif dalam merangkai kalimat”.
- R : “Bagaimana dengan performa anak-anak hari ini, Ibu?”
- Et : “Dengan language Games memang cukup efektif untuk membantu anak-anak mengingat kosakata baru mbak, jadi ketika performance tadi anak-anak jadi lebih pede dan santai”.

Interview X

Thursday October 17th, 2013

VII A Classroom

Z: Zakif

D: Dian

M: Mala

R : "Pagi dek, gimana kabarnya hari ini?"
 Z, D : "Baik-baik Miss".
 & M
 R : "Miss Arini mau tanya-tanya sebentar boleh ya?"
 Z : "Boleh banget, Miss".
 R : "Listening activity sebelum speaking menyenangkan gak dek?"
 Z : "Asik banget Miss, jadi bikin gak ngantuk, Miss".
 R : "Kalau menurut kamu Dian?"
 D : "Iya Miss, asik banget. Jadi gak ngantuk di kelas. Trus teman-teman juga gak pada ribut sendiri di kelas".
 R : "Kalo Games nya gimana dek?"
 M : "Asik bangetttt Miss, seru. Gak ngantuk trus juga gak bosan di kelas, trus juga jadi pede kalo mau ngomong Bahasa Inggris".
 R : "Gimana dek Speaking hari ini?"
 M : "Gampang –gampang susah sih Miss, gampang soalnya ngerjainnya berpasangan. Kalo susah nya sih grammar sama kalo pasa ngomong ya medok banget Miss".

Interview XI

Saturday October 19th, 2013

VII A Classroom

I: Ilham

Z: Zahra

R : "Ilham sama Zahra Miss Arini mau nanya-nanya sebentar boleh?"
 I&Z : "Iya Miss, boleh banget".
 R : "Ilham dulu ya, Ilham suka dengna listening activity hari ini?"
 I : "Iya Miss, suka, walaupun di luar rame tapi pas tadi di Miss Arini bacain ulang cukup membantu".
 R : "Kira-kira listening activity tadi ada manfaatnya gak buat kamu Ilham?"
 I : "Iya donk Miss, jadi kita sekarang tau kalo pengucapan yang benar itu seperti apa, apa lagi di recording tadi yang ngomong Bule, hehehe".
 R : "Kalo menurut Zahra gimana games hari ini?"
 Z : "Seru banget miss, jadi saya bisa menggunakan expressi yang tepat kalo mau ngomong maaf sama temen".
 R : "Trus gimana tentang game-game yang miss Arin kasih, membantu meningkatkan vocabulary gak?"
 Z : "Ia Miss,aku sih ngerasa mengalami peningkatan miss, apa lagi pas game pass the ball game."
 R : "Kalo Ilham gimana?", ada peningkatan vocabulary juga pas game pass the ball?"
 I : "Iya Miss, aku juga ngerasa vocabulary ku bertambah, kayak open the door, close the door".
 R : "Makasih ya"

Interview XII

Monday October 21st, 2013

Teacher's room

R : "Ibu selamat siang, apakah ada saran untuk pembelajaran hari ini Ibu?"

- Et : “Saya senang dengan penggunaan listening activity untuk input speakingnya mbak, jadi membuat anak-anak lebih konsentrasi. Dan juga menambah banyak vocabulary dan belajar mengucapkan dengan cara yang benar. Saya rasa anak-anak jadi lebih semangat belajar, dan sekarang saya lihat mereka juga lebih rajin membuka kamus.
- R : “Bagaimana pendapat Ibu tentang speaking performa hari ini?”
- Et : “Mengalami peningkatan ya Mbak, tidak perlu dipaksa-paksa lagi untuk maju speaking di depan kelas. Kosakata yang di gunakan lebih bervariasi. Dan juga pronounciatonnya lebih baik dari yang dulu. Ya walaupun ada yang lupa tapi tidak jadi masalah”.
- R : “Bagaimana pendapat ibu tentang penggunaan media dalam game pass the ball?”
- Et : “Efektif sekali mbak, jadi murid-murid harus selalu siap kalo mereka dapet giliran. Jadi mereka selalu konsentrasi ketika teman mereka sedang berbicara, karena mereka harus siap kapan saja kalo dapat giliran.”
- R : “Jadi murid-murid lebih spontan ya bu dalam speaking?”
- Et : “Iya, mbak.”

Interview XIII

Monday October 21st, 2013

VII A Classroom

H: Hasna

- R : “Hasna, Miss Arini mau nanya sebentar ya?”
- H : “Iya Miss, Silahkan”.
- R : “Apa pendapat Hasna tentang performance hari ini?”
- H : “Masih tegang banget sih Miss, cuman luayan sih gak malu-maluin hehe. Karena sering latihan speaking pake language games sekarang sih pengecapan udah lumayan miss, gak medok kayak dulu lagi. Ya walaupun masih agak-agak lupa, tapi maklum aja ya Miss”.

Appendix 3

Course Grid

COURSE GRID

School : SMP Ma'arif Muntilan
Subject : Bahasa Inggris

Class : VII A
Study : 1

STANDAR COMPETENCE	BASED COMPETENCE	LEARNING MATERIALS	LEARNING ACTIVITY	INDICATORS	ASSESMENT	MEDIA	TIME ALLOCATION
1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan-kandiri sendiri/orang lain, dan memerintah atau melarang.	1. Expression to greet people. 2. Expressions to introduce yourself. 3. Expression to introduce your friend.	1.Pre-Teaching -Greeting -Checking the attendance list -Praying -Explaining the goals of teaching and learning 2.Whilst-Teaching Presentation -Teacher asks the students about Vallentino rossi. -Teacher Introduce her self as Valention Rosi -Teacher shows the students some national flags. -Teacher asks the students to tell the name of the country and the nationality of the flags from the picture showed. Practice -Students work in pairs in making a list of personal information of favourite actress or actor. -Students introduce him/herself to the class as those actor or actrees. Production - Sudents introduce theirself in the class by doing "You know me, they	1. Identifying the expressions to greet people. 2. Identifying the expression to introduce yourself. 3. Identifying the expression to introduce your friend. 4. Students are able to use their new vocabulary to gather information by doing "You know me They know you game".	Performance assessment	-Pictures	2 X 40 Minutes

			<p>know you” game.</p> <p>3. Post-Teaching</p> <ul style="list-style-type: none">-Checking the students’ understanding and summarizing.-Reflecting everything that they have learned. <p>Clossing the lesson.</p>				
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3. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	3.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah di kenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.	1. Expressions of thanking. 2. Expressions of apologizing.	<p>1. Pre-Teaching</p> <ul style="list-style-type: none"> -Greeting -Asking students' condition -Review the materi from the last meeting -Calling the roll -Explaining the goals of teaching and learning <p>2. While-Teaching</p> <p>Presentation</p> <ul style="list-style-type: none"> -The teacher plays recording about some expressions of thanking and apologizing. -The teacher asks the students to identify the expressions of thanking and apologizing from the recording. -Teacher shows the students some expressions of thanking and apologizing. <p>Practice</p> <ul style="list-style-type: none"> -The students properly in pairs complete a dialogue with proper expressions. -The students practice the dialogue in front of their seat. <p>Production</p> <ul style="list-style-type: none"> -Students play the last game -Teacher gives the students list of questionnaire. -The object of the game is to find someone for each of the action mentioned on the 	<ul style="list-style-type: none"> -Students are able to practice dialogues about thanking and apologizing. -Students are able to understand the expressions of thanking and apologizing. -Students are able to use their new vocabulary to gather information by doing "the last game". 	Performance assessment	-Audio recording	• 2x40 Minutes
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			<p>questionnaire.</p> <p>-In practice students get thank or apologize for something, students also instinctively give back a response.</p> <p>3. Post-Teaching</p> <p>-Checking the students' understanding and summarizing.</p> <p>-Reflecting everything that they have learned.</p> <p>Closing the lesson.</p>				
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1.Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	1.1Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan yang melibatkan tindak tutur : menyapa orang yang belum/sudah dikenal, memperkenalkan-kan diri sendiri/orang lain, dan memerintah atau melarang.	1.Expressions of giving command. 2. Expression of Prohibition.	<p>1.Pre-teaching</p> <ul style="list-style-type: none"> -Greeting -Asking Students' condition -Calling the roll -Reviewing the material from the previous meeting <p>2.Whilst-Teaching</p> <p>Presentation</p> <ul style="list-style-type: none"> -Teacher plays a recording about some expressions of giving command and prohibition. -The students study the expressions about the expression of giving command and prohibition. <p>Practice</p> <ul style="list-style-type: none"> -Students do the task 1, 2 and 3 -Students practice the dialogue in front of their seat <p>Production</p> <ul style="list-style-type: none"> -The students act out the "Pass the Ball" game. -Students make a circle in the class. The teacher stands in the middle of the circle and give command and prohibition to the students. -The teacher throws the ball to the other student. 	<ul style="list-style-type: none"> -Students are able to recognize the expressions of giving command and prohibition. -Students are able to produce expressions of giving command and prohibition in a form of dialogue. -Students are able to identify the right expression of from the pictures. -Students are able to use their new vocabulary to gather information by doing "Pass the Ball Game". 	Performance assesment	-Audio recording -Pictures	2x40 Minutes
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			<p>-The student who get the ball has to stand in the middle of the circle to replace the teacher and give the comman and prohibition.</p> <p>3.Post-teaching</p> <ul style="list-style-type: none">-Checking the students' understanding.-Summarizing and reflectiong everything that they have learned.-Clossing the lesson.				
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3.Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	3.2Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan trimakasih, meminta maaf dan mengungkapkan kesantunan.	1.Expressions of asking and giving information. 2.The use of Pronominal questions.	1.Pre-Teaching -Greetinhg -Asking Students' condition -Calling the roll -Reviewing the previous material 2.Whilst-Teaching Presentation -Teacher plays recording about a dialogue of asking and giving information. -Students fill in the blank with the proper expression from the recording. -Teacher and students discuss together about thedialogue. -Teacher explains the rule of pronominal questions clearly followed by giving examples. Practice -Thea teacher asks the students to do task 2 and 3, matching the expressions, practicing the dialogue from task 1. -Students peform their dialogue in front of their seat. Production -Students doing the "Ball name game"	-Students are able to practice the dialogues about asking and giving information. -Students are able to understand the expressions of asking and giving information. -Students are able to understand how to use pronominal questions to ask for information. -Students are able to use their new vocabulary to gather information by doing "Ball name game".	-Performance assesment -Task	Audio recording	2x40 minutes
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			<div>3.Post-teaching</div> <div>-Checking the students’ understanding.</div> <div>-Summarizing and reflectiong everything that they have learned.</div> <div>-Clossing the lesson.</div>				
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Appendix 4

Lesson Plans

Lesson Plan

School	: SMP Ma'arif Muntilan
Subject	: English
Grade/Semester	: VII/I
Games	: Ball Name Game
Language Function	: Asking /Giving Information (Personal Information)
Aspect/Skill	: Speaking
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Basic of Competence

3.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan.

C. Goal of Teaching

At the end of the teaching and learning process a student is expected to be able to :

- Identify the language function of “*asking and giving information*”.
- Answer the comprehensive question orally.
- Use the language function of “*asking and giving information*” correctly.

D. Indicators

- Students are able to practice the dialogues about asking and giving information.
- Students are able to understand the expressions of asking and giving information.
- Students are able to understand how to use pronominal questions to ask for information.
- Students are able to use their new vocabulary to gather information by doing “Ball name game”.

E. Material of Teaching and Learning

1. Listening material “asking and giving for personal information”.
2. Worksheet related to listening material “asking and giving for personal information”.

Asking and Giving for personal information

Asking and Giving Information	Responses
<ul style="list-style-type: none">• What’s your name?• How do you spell it?• Where are you from?• When were you born?• Where do you live?• What colour is your house?• Is it big?• Which one is your bike?• Is that your new bike?	<ul style="list-style-type: none">• My name is Joni.• J-O-N-I.• I am from Jakarta.• I was born on July 26, 1996.• I live at Jl. Bintoro 23, Surabaya.• White.• No, it isn’t.• The yellow one.• No, it isn’t.

• How many chairs are there?	• There are four chairs.
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Dialogues

In the classroom

1. Mrs. Santosa : Hello. Are you the new student?

Ben : Yes, Ma'am. I am.

Mrs. Santosa : And **your name ...?**

Ben : Ben, Ma'am.

Mrs. Santosa : Ben. Is that it?

Ben : Benedict, Ma'am.

Mrs. santosa : **How do you spell it?**

Ben : B-E-N-E-D-I-C-T.

Mrs. Santosa : Right... Nice to meet you, Benedict.

Ben : Nice to meet you too, Ma'am.

In the library

2. Anang : Hi, Ben. I am Anang.

Ben : Hi, Anang.

Anang : **Where are you from?**

Ben : I am from England.

Anang : England? That's very far.

Ben : Indeed.

Grammar Review

Pronominal questions:

What + is /are + S?

What + do/does + S + V1 + Object/Complement?

F. **Method/Technique:** Presentation, Practice, Production

G. Teaching Procedure

1. Pre-Teaching

- Greeting
- Asking students' condition
- Starting the class
- Introduction
- Calling the roll
- Explaining the goals of teaching and learning.

2. Whilst-Teaching

Presentation

- The teacher gives the paper of the tasks and asks some pairs of students to read the dialogue in Task 1 and then discusses them together.
- After that, the teacher writes an expression to ask for information on the whiteboard and let the students formulate the rule of pronominal.
- The teacher explains the rule of pronominal questions clearly followed by giving examples.

Practice

- The teacher asks the students to do the Task 2 and 3, matching the expressions practicing the dialogue presented in the Task 1 based on the pictures given in pairs.
- The teacher asks some pairs of students to practice the dialogue from their seat.
- The teacher asks the whole class to practice their dialogue in pairs loudly in two minutes while the teacher observing it.

Production

Students doing the “ball name game”

- Teacher ask the students to make a circle.
- Teacher says “My name is Siska” and asks “What is your name?”
- Teacher pass the ball to the other student and asks him/her to answer the question “My name is”.
- Student make another question and pass the ball to the other student.

3. Post-Teaching

- Checking the student’s understanding
- Summarizing and reflecting everything that they have learned.
- Distributing the questionnaire
- Closing the lesson

H. References

1. Hadfield, Jill.(1990).*Intermediate Communicative Game*. Essex: Addison Wesley Longman Ltd.
2. Rini, Kumala.(2008).*Contextual Teaching and Learning Bahasa Inggris*.Jakarta:Pusat Perbukuan,Departemen Pendidikan Nasional.

I. Assessment Technique

Performance Assessment of pairs’ dialogue

Aspects	Criteria			
	1	2	3	4
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation

Accuracy	The serious errors present in speech makes the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understandable although it consists of many errors	The errors present in speech are so minor so that the message would be easily comprehended
Clarity	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Speaks clearly and distinctly nearly all the time, no more than one mispronounced word	Speaks clearly and distinctly all the time, no mispronounced words
Performance skill	Speaking in volume which is almost inaudible, no facial expression and not communicative	Mumbling, flat facial expression and less communicative	Speaking in soft voice but communicative enough	Speaking clearly and loudly, good facial expressions and communicative

Maximum Score : 100

Minimum Score : 25

Students score = $\frac{\text{Total score}}{40} \times 100$

Note

85-100 = Very good

70-84 = Good

55-69 = Okay

54-25 = Poor

LESSON PLAN

School : SMP Ma'arif Muntilan

Subject : English

Grade/Semester : VII/I

Language Function : Command and Prohibition

Game : Pass the ball game

Aspect/Skill : Speaking

Time Allocation : 2 x 40 Minutes

A. Standart of Competence

1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Basic of Competence

- 1.2 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengungkapkan terimakasih, meminta maaf dan mengungkapkan kesantunan.

C. Goal of Teaching

At the end of the teaching and learning process the students are expected to be able to express "giving command and prohibition"

D. Indicators

- Students are able to recognize the expressions of giving command and prohibition.
- Students are able to produce expressions of giving command and prohibition in a form of dialogue.
- Students are able to identify the right expression of from the pictures.
- Students are able to use their new vocabulary to gather information by doing “Pass the Ball Game”.

E. Material of Teaching and Learning

Expressions	Responses
<ul style="list-style-type: none"> • Open the door, please • Don't open the door • Could you please open the door • Come here • Don't cross the road • Let's go • Sit down • Stand up 	<ul style="list-style-type: none"> • Yes, Sir • Oke, Ma'am • Sure • Alright • Right away, Ma'm • No problem

Sample of Dialogues :

1. Leaving for school

Cindy : We're leaving.

Anne : **Wait for me!**

Cindy :Hurry up! We'll be late.

Anne : Okay, I'm ready. **Let's go.**

2. In the canteen

Harry : What's the matter?

Andy : I have the hiccups.

Harry : **Hold your breath.**

Joe : **Drink some water.**

Ken : **Eat a slice of bread.**

Andy : it's okay. The hiccups are gone.

3. At the cross road

Jane : How do I get to the post office from here?

Jim : **Walk two blocks** to Ahmad Yani street. Then **turn right** on Diponegoro street. Go another one block to Sumatera street and **turn left**. The post office is on your right-hand side.

4. At the dining room

Jack : Bye,Mom. I am going cycling.

Mom : **Wait a minute. Clean your room** before you leave.

Jack : what do I have to do?

Mom : **Hang up your clothes. Make your bed. Put your books back** on the shelf.

Empty the wastepaper basket. Okay?

Jack : Okay

F. Method/Technique

Presentation, practice, production

G. Teaching procedure

1. Pre-Teaching

- Greeting

- Asking students' condition
- Calling the roll
- Reviewing the previous material
- Explaining the goals of teaching and learning process

2. Ehils-Teaching

Presentation

- Teacher plays a recording about some expressions of giving command and prohibition.
- The students study the expressions about the expression of giving command and prohibition.

Practice

- Students do the task 1, 2 and 3
- Students practice the dialogue in front of their seat

Production

- The students act out the "Pass the Ball" game.
- Students make a circle in the class. The teacher stands in the middle of the circle and give command and prohibition to the students.
- The teacher throws the ball to the other student.
- The student who get the ball has to stand in the middle of the circle to replace the teacher and give the comman and prohibition.

3. Post-teaching

- Checking the students' understanding.
- Summarizing and reflectiong everything that they have learned.
- Clossing the lesson.

H. References

1. Hadfield, Jill.(1990).*Intermediate Communicative Game*. Essex: Addison Wesley Longman Ltd.
2. Rini, Kumala.(2008).*Contextual Teaching and Learning Bahasa Inggris*. Jakarta:Pusat Perbukuan,Departemen Pendidikan Nasional.

I. Assesment

Performance assesment

Aspects	Criteria			
	1	2	3	4
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation
Accuracy	The serious errors present in speech makes the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understandable although it consists of many errors	The errors present in speech are so minor so that the message would be easily comprehended
Clarity	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Speaks clearly and distinctly nearly all the time, no more than one mispronounced word	Speaks clearly and distinctly all the time, no mispronounced words
Performance skill	Speaking in volume which is almost inaudible, no facial expression and not communicative	Mumbling, flat facial expression and less communicative	Speaking in soft voice but communicative enough	Speaking clearly and loudly, good facial expressions and communicative

Maximum Score : 100

Minimum Score : 25

$$\text{Students score} = \frac{\text{Total score}}{40} \times 100$$

Note

85-100 = Very good

70-84 = Good

55-69 = Okay

54-25 = Poor

Lesson Plan

School : SMP Ma'arif Muntilan

Subject : English

Grade/Semester : VII/I

Games : Ball name game

Language Function : How to Introduce your self

Aspect/Skill : Speaking

Time Allocation : 2 x 40 minutes

J. Standard of Competence

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

K. Basic of Competence

3.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan.

L. Goal of Teaching

At the end of the teaching and learning process a student is expected to be able to :

- Identify the language function of “How to introduce your self”

- Answer the comprehensive question orally.
- Use the language function of “*How to Introduce your self correctly*” correctly.

M. Indicators

- Students are able to practice the dialogues about how to introduce your self.
- Students are able to understand the expressions of how to introduce your self.
- Students are able to understand how to use simple present tense.
- Students are able to use their new vocabulary to gather information by doing “the crazy game”.

N. Material of Teaching and Learning

3. Listening material “how to introduce your self”.
4. Worksheet related to listening material “how to introduce your self”.

Asking and Giving for personal information

Asking and Giving Information	Responses
<ul style="list-style-type: none"> • What’s your name? • How do you spell it? • Where are you from? • When were you born? • Where do you live? • What colour is your house? • Is it big? • Which one is your bike? • Is that your new bike? • How many chairs are there? 	<ul style="list-style-type: none"> • My name is Joni. • J-O-N-I. • I am from Jakarta. • I was born on July 26, 1996. • I live at Jl. Bintoro 23, Surabaya. • White. • No, it isn’t. • The yellow one. • No, it isn’t. • There are four chairs.

Dialogues

In the classroom

3. Mrs. Santosa : Hello. Are you the new student?

Ben : Yes, Ma'am. I am.

Mrs. Santosa : And **your name ...?**

Ben : Ben, Ma'am.

Mrs. Santosa : Ben. Is that it?

Ben : Benedict, Ma'am.

Mrs. Santosa : **How do you spell it?**

Ben : B-E-N-E-D-I-C-T.

Mrs. Santosa : Right... Nice to meet you, Benedict.

Ben : Nice to meet you too, Ma'am.

In the library

4. Anang : Hi, Ben. I am Anang.

Ben : Hi, Anang.

Anang : **Where are you from?**

Ben : I am from England.

Anang : England? That's very far.

Ben : Indeed.

Grammar Review

Pronominal questions :

What + is /are + S?

What + do/does + S + V1 + Object/Complement?

O. Method/Technique: Presentation, Practice, Production

P. Teaching Procedure

3. Pre-Teaching

- Greeting
- Asking students' condition
- Starting the class
- Introduction
- Calling the roll
- Explaining the goals of teaching and learning.

4. Whilst-Teaching

Presentation

- The teacher gives the paper of the tasks and asks some pairs of students to read the dialogue in Task 1 and then discusses them together.
- After that, the teacher writes an expression to ask for information on the whiteboard and let the students formulate the rule of pronominal.
- The teacher explains the rule of pronominal questions clearly followed by giving examples.

Practice

- The teacher asks the students to do the Task 2 and 3, matching the expressions practicing the dialogue presented in the Task 1 based on the pictures given in pairs.
- The teacher asks some pairs of students to practice the dialogue from their seat.
- The teacher asks the whole class to practice their dialogue in pairs loudly in two minutes while the teacher observing it.

Production

Students doing the “ball name game”

- Teacher ask the students to make a circle.
- Teacher says “My name is Siska” and asks “What is your name?”
- Teacher pass the ball to the other student and asks him/her to answer the question “My name is”.
- Student make another question and pass the ball to the other student.

3. Post-Teaching

- Checking the student’s understanding
- Summarizing and reflecting everything that they have learned.
- Distributing the questionnaire
- Closing the lesson

Q. References

1. Hadfield, Jill.(1990).*Intermediate Communicative Game*. Essex: Addison Wesley Longman Ltd.
2. Rini, Kumala.(2008).*Contextual Teaching and Learning Bahasa Inggris*.Jakarta:Pusat Perbukuan,Departemen Pendidikan Nasional.

R. Assessment Technique

Performance Assessment of pairs' dialogue

Aspects	Criteria			
	1	2	3	4
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation
Accuracy	The serious errors present in speech makes the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understandable although it consists of many errors	The errors present in speech are so minor so that the message would be easily comprehended
Clarity	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Speaks clearly and distinctly nearly all the time, no more than one mispronounced word	Speaks clearly and distinctly all the time, no mispronounced words
Performance skill	Speaking in volume which is almost inaudible, no facial expression and not communicative	Mumbling, flat facial expression and less communicative	Speaking in soft voice but communicative enough	Speaking clearly and loudly, good facial expressions and communicative

Maximum Score : 100

Minimum Score : 25

$$\text{Students score} = \frac{\text{Total score}}{40} \times 100$$

Note

85-100 = Very good

70-84 = Good

55-69 = Okay

54-25 = Poor

LESSON PLAN

School : SMP Ma'arif Muntilan

Subject : English

Grade/Semester : VII/I

Language Function : Thanking and Apologizing

Game : The last game

Aspetc/Skill : Speaking

Time Allocation : 2 x 40 Minutes

J. Standart of Competence

2. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

K. Basic of Competence

- 2.2 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengungkapkan terimakasih, meminta maaf dan mengungkapkan kesantunan.

L. Goal of Teaching

At the end of the teaching and learning process the students expected to be able to express "Thanking and Apologizing".

M. Indicators

- Students are able to practice dialogues about thanking and apologising.
- Students are able to understand the expressions of thanking and apologizing.
- Students are able to use their new vocabulary to gather information by doing “the last game”.

N. Material of Teaching and Learning

Expressions of Thanking	Responses
<ul style="list-style-type: none">• Thanks• Thanks a lot• Thank you very much• Thank you so much• Thank you for your help	<ul style="list-style-type: none">• Never mind• You are welcome• That’s alright• Don’t mention it• That is fine

Dialogue 1

Mother: I bought sneakers for you.

Doni : Wow, great. Thanks Mom.

Mother: You are welcome.

Dialogue 2

Anna : Happy birthday, Anto. This is for you.

Anto : Oh, thank you so much. I have wanted this bag for 5 years. You are so nice.

Anna : Don’t mention it.

Expression of Apologizing	Responses
<ul style="list-style-type: none"> • Sorry • I am Sorry • I am really sorry • Forgive me please • I do apologize <p>Dialogue 3</p> <p>S</p>	<ul style="list-style-type: none"> • Never mind • It is oke • No problem • Not at all • That's alright

Student : I am sorry, Ma'am. I broke the beaker.

Teacher : That's alright. Next time be careful.

Student : I will Ma'am, I promise.

Dialogue 4

Andy : I am sorry Sir. I am late.

Teacher : It's oke this time. Please be ontime next time.

Student : Yes, I will, Sir.

O. Method/Technique

Presentation, Practice, Production

P. Teaching Procedure

1. Pre-Teaching

- Greeting
- Asking students' condition
- Review the materi from previous meeting
- Calling the roll
- Explaining the goals of teaching and learning

2. Whilst-Teaching

Presentation

- The teacher plays a recording.
- The teacher asks the students to identify the expressions of thanking and apologizing used in the recording.
- The teacher and Students discuss the expressions of thanking and apologizing used in the recording together.

Practice

- The students work in pairs complete a dialogue with proper expressions.
- The students practice the dialogue in front of their seat.

Production

- Students play the last game
- Teacher gives the students list of questionnaire.
- The object of the game is to find someone for each of the action mentioned on the questionnaire.
- In practice students get thank or apologize for something, students also instinctively give back a response.

3. Post-Teaching

- Checking the students' understanding and summarizing.
- Reflecting everything that they have learned.
- Closing the lesson.

Q. References

1. Hadfield, Jill.(1990).*Intermediate Communicative Game*. Essex: Addison Wesley Longman Ltd.
2. Rini, Kumala.(2008).*Contextual Teaching and Learning Bahasa Inggris*. Jakarta:Pusat Perbukuan,Departemen Pendidikan Nasional.

R. Assesment

Performance assesment

Aspects	Criteria			
	1	2	3	4
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation
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Performance skill	Speaking in volume which is almost inaudible, no facial expression and not communicative	Mumbling, flat facial expression and less communicative	Speaking in soft voice but communicative enough	Speaking clearly and loudly, good facial expressions and communicative
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Maximum Score : 100

Minimum Score : 25

Students score = $\frac{\text{Total score}}{40} \times 100$

Note

85-100 = Very good

70-84 = Good

55-69 = Okay

54-25 = Poor

Appendix 5

Observation and Interview Guides

INTERVIEW GUIDE

Interviewee : Students of VII A SMP Ma'arif Terpadu Muntilan

Time : before the actions given

Questions :

1. What do you think about the speaking lesson given by your teacher?
2. How do you like the lesson?
3. Do you find any difficulty in learning speaking?
4. What kinds of difficulty do you have?
5. What do you think about the way your teacher teaches speaking?
6. What do you think about the speaking materials given by your teacher?
7. Are those materials effective to improve your speaking skill?
8. What do you think about the media used by your teacher in teaching speaking?
9. What kind of speaking lesson do you like to have?

Interviewee : Students of VII A SMP Ma'arif Terpadu Muntilan

Time : after the actions given

Questions :

1. What do you think about the language games used in teaching speaking?
2. Do you enjoy the lesson using games?
3. Do you find any difficulty in learning listening using games?
4. What kinds of difficulty do you have?
5. What do you think about the speaking materials in games?
6. Do you get any benefit of learning speaking using games?
7. What benefits do you get from the speaking lesson using games?
8. Do you have any suggestion to the speaking lesson using games?

Interviewee : the English teacher of VII A of SMP Ma'arif Terpadu Muntilan

Time : before the actions given

Questions :

1. What do you think about the teaching and learning process of speaking in your class?
2. What kinds of material do you use for teaching speaking?

3. Why do you choose that kind of material?
4. Do you have certain criteria of the speaking materials that fit you and your students?
5. What kinds of media do you use for teaching speaking?
6. Why do you choose those kinds of media?
7. Do you think that those media are effective to enhance students' speaking skill?
8. What techniques do you apply in teaching speaking?
9. Why do you choose such techniques?
10. How do the students respond to your techniques in teaching speaking?
11. How do you manage your speaking class?
12. Do you have any difficulty in teaching speaking?
13. What kinds of difficulty do you get?
14. How do you overcome those difficulties?

Interviewee : the English teacher of VIIA SMP Ma'arif Terpadu Muntilan

Time : after the actions given

Questions :

1. What do you think about the teaching and learning of listening using games?
2. Do you think that using games is effective to promote the students speaking skill?
3. In your opinion, what are the strengths and weaknesses of using games?
4. Do you have any suggestion that can enhance the students' speaking skill by using games?

OBSERVATION GUIDE

No.	Variables	Indicators	Description
1.	Physical environment	a. Classroom <ul style="list-style-type: none"> • Location • Physical condition b. Facilities <ul style="list-style-type: none"> • Language laboratory • LCD projector 	
2.	Listening materials	a. Availability b. Characteristics <ul style="list-style-type: none"> • Relevance • Attractiveness • New items • Levels of difficulty (length, speed rate) • Content organization • Stress-free 	
3.	Listening media	a. Availability b. Characteristics <ul style="list-style-type: none"> • Evaluation • Feed back • Fun factor • Types of activity • Strategy development • Learning customization • Visual aids 	
4.	Students behavior	a. Students' responses <ul style="list-style-type: none"> • Students' participation • Students' attention 	

		b. Students' positive emotions <ul style="list-style-type: none"> • Enthusiasm • Interest c. Students' habits <ul style="list-style-type: none"> • Contact with other friends • Task fulfilment • Sleepiness 	
5.	Teaching method	a. Management of the class <ul style="list-style-type: none"> • Classroom management • Seating arrangement b. Utilization of media and facilities c. Teaching techniques <ul style="list-style-type: none"> • Doses of input given • Motivating techniques • Strategy development • Feedback • Assessment d. Time management	

OBSERVATION GUIDES

Engsih teacher of SMP Ma'arif Muntilan

1. Media (games):

- a. Is it easier to teach speaking lesson by using language games?.....
- b. Do the students become more motivated in learning speaking by using games?
.....
- c. Do the students become more active in the English learning process by using games?.....
- d. Are the game interesting enough to catch students' attention?
.....
- e. Do you have any suggestion about the media used in teaching speaking?
- f. Do you have any suggestion to improve the next action?
.....
.....

Appendix 6

Pictures

PICTURES



Students discussed the tasks



Students played game with the researcher



The students, the English teacher and the researcher played “past the ball game”



The students worked in group to make dialogue

Appendix 7

PERMISSION LETTER



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 1079d/UN.34.12/DT/XI/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

12 November 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING SPEAKING SKILLS THROUGH LANGUAGE GAMES OF THE VII GRADE STUDENTS OF SMP MA'ARIF TERPADU MUNTILAN IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : ARINI SISKASAVITRI
NIM : 07202241016
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : November – Desember 2013
Lokasi Penelitian : SMP Ma'arif Terpadu Muntilan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



an Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMP Ma'arif Terpadu Muntilan